

**AN EXPLORATORY ANALYSIS OF THE REASONS FOR USING NON-TRADITIONAL
EXPATRIATE ASSIGNMENTS**

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DECLARATION

I certify that, except where due acknowledgement has been made, this work is that of the author alone; this work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of this thesis is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and ethics procedures and guidelines have been followed.

(Sign here)

A handwritten signature in black ink, appearing to read 'Noorziah', written on a light blue rectangular background.

Noorziah Mohd Salleh

May 2012

EXECUTIVE SUMMARY

This thesis explored the under-researched topic of short-term or non-traditional expatriate assignments. It is an exploratory research that was meant to explore an area which has limited empirical studies undertaken in the past. The aims were solely to explore non-traditional expatriate assignment only, particularly in respect to the main reasons for using the assignments, the differences between the assignments and the traditional assignments and investigated the association between assignees' background and the reasons for using the assignments.

Three studies conducted by Edstrom and Galbraith (1977), Harzing (2001) and Tahvanainen, Welch and Worm (2005) were mainly used as guidelines, comparisons, and references. In the management literature, three main reasons were listed for using traditional expatriate assignments: 1) position filling, 2) management development, and 3) organisational development. In light of these reasons, open-ended questions and questionnaire were constructed to collect information on non-traditional expatriate assignments and other related studies such as Tahvanainen et. al (2005) and Collings, Scullions and Morley (2007). The interview data was analysed using convergent and thematic methods in the first stage of data analysis. In the second stage, data collected through an online survey was further analysed using the exploratory factor analysis (EFA) method. Finally, data from a sample of 23 interviewees and 61 online respondents from mainly three different countries were explored and the findings were discussed.

Four main reasons for using non-traditional expatriate assignments were identified in this thesis: 1) specific assignments and skills transfer, 2) management development, 3) problem solving, and 4) maintaining relationships. These findings hold implications for international human resource managers toward the effective recruitment, selection, and training of non-traditional expatriates with the goal of increasing the incidence of expatriation assignment success. This study provides fundamental information about the expatriate assignments with the goal of adding knowledge to the literature.

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CHAPTER 1

INTRODUCTION

This chapter presents an overview of international human resource management (IHRM), and expatriate assignments, in relation to the research questions, and methodology associated with the research undertaken for this thesis. It also contains the rationale, limitations, and justification for choosing the research topic.

This research explores the nature of the reasons for using non-traditional expatriate assignments in respect to the main reasons for using the assignments, and the influences of gender, managerial levels and age. Additionally, it provides suggestions for selection criteria of assignees who are perceived to be suitable to undertake these assignments. It thus provides a 'platform' for future research that aims to further investigate the new type of expatriate assignments.

1.1 Overview of International Human Resource Management: Converging or Diverging

The rapid pace of internationalisation and competition among international organisations has led to a growing emphasis on expatriate assignments across the world. One of the consequences of the growth has been an increase in expatriate assignments (KPMG, 2010). This growth has possibly put pressure on human resource practitioners and academics in managing international human resources, especially when successful expatriate assignments are essential to organisations for developmental and functional reasons.

Prior to a discussion of internationalisation and international human resource management (IHRM), these terms need definition. Although a number of interpretations of 'internationalisation' are identified in the literature, the meaning of this term remains elusive (Caligiuri, Phillips, Lazarova, Tarique, IBürgi, 2001). Using a definition gathered from a review of empirical research on the internationalisation of smaller firms, Coviello and McAuley (1999) define internationalisation as too dynamic and too broad a concept to be exclusively defined by any one school of research perspectives or mode of explanation. Therefore, within the context of this thesis, the definition given by Johanson and Vahlne (1977) is used. According to these authors, internationalisation is defined as 'a process in which firms gradually increase their international involvement' (Johanson & Vahlne, 1977 p. 1).

The definition of international human resource management (IHRM), on the other hand, is based on the typical definition of human resource management (HRM). HRM comprises of a set of policies designed to maximise organisational integration, employee commitment, flexibility and quality of work (Guest, 1987). It involves factors such as human resource planning, staffing, performance management, training and development, compensation and benefits, and industrial relations (Dowling, Festing & Engle, 2008). Morgan (1986) describes how human resource management goes international and defines international human resource management as the interplay among three dimensions: 1) human resource activity types, 2) countries of operations, and 3) employees. The difference between human resource management (HRM) and international human resources management (IHRM) is that the main activities of HRM and the complexity of the activities will increase as different and foreign environments are involved (Morgan, 1986). The environments include different cultures, foreign rules and regulations, different currencies, and diverse employee backgrounds (Morgan, 1986). As thus, the following activities are likely to change when organisations internationalise their operations:

- The broad human resource activities of procurement, allocation, and utilisation.
- The national or country categories involved in IHRM activities: 1) host country (where subsidiary may be located), 2) home country (country where the firm is headquartered) and other countries that may provide sources of labour, 3) finance and other inputs.
- The three categories of employees of an international firm: host country nationals (HCN), parent country nationals (PCN) and third country nationals (TCN) (Morgan, 1986).

There is a question of how to manage international human resources successfully, should organisations diverge or converge their organisational human resources practices? Earlier studies have suggested that human resource practices are moving toward convergence in terms of macro-level variables (Sparrow, Schuler & Jackson, 1994), but are becoming divergent in terms of micro-level variables (Tregaskis & Brewster, 2005; Huo, Huang & Napier, 2002; McGaughey & Cieri, 1999; Paik, Vance & Stage, 1996). Some studies have suggested that convergence may be foreseen as a result of the advancement of contemporary information technology (Rowley & Benson, 2002). Since the previous studies show varied findings, it is difficult to determine whether the human resource practices will converge or diverge. Different factors should be given consideration, however. These factors include firstly that practitioners should consider the macro-variables including economics, technology, and social aspects. Second, they should look at micro-variables such as culture,

local practices, and employee behaviour. The third factor to consider is the meso- variables, which refers to organisational strategy and objectives (McGaughey & Cieri, 1999). The roles being played by these factors determine where the HR practices are heading in the future.

Previous research shows more evidence for divergence (Tregaskis & Brewster, 2006; Huo, Huang & Napier, 2002) compared to convergence. The research has shown that human resources practices vary according to countries' backgrounds such as their culture. Culture is one of the determinants of organisations' HR practices in terms of sending managers overseas regardless where their host countries located, for instance, Japanese organisations are found to practice controlling in Korea (Chang & Taylor, 1999), Taiwan, Singapore and the US (Paik & Sohn, 2004) and also in China (Hong, Smith & Snell, 2006). These studies' findings seem parallel with another study's findings that indicate cultural influences determine the aims of sending home country nationals to host country. Harzing (2001b) found that American companies prefer to send home country nationals to fill positions while Japanese and European companies send their own nationals for controlling purposes (Harzing, 2001b; Delios & Bjorkman, 2000).

A more unique ideology, the crossvergence theory provides a different view. This theory states that a dynamic interaction of sociocultural influences with the business ideology provides a driving force to precipitate the development of new and unique value systems in societies or it is one of convergence or it is simply the interaction between 'good practice and particular contexts' (Kelley, MacNab & Worthley, 2006; Ralston, Holt, Terpstra, Kai-Cheng, 1997). The ideology suggests that a more practical human resource practice should be developed by identifying the most suitable method in a different situation. The discussion of whether the human resource practices should be converged or diverged is not an issue; the most important issue is in order to implement human resource management successfully, it is more important to identify practices that are acceptable in societies. This type of level is possibly more appropriate and perhaps envisioned in the future.

1.2 Expatriate Management and Dilemma

1.2.1 Expatriate Failure

It is widely claimed that expatriates' roles are important in organisations and that the costs associated with sending them overseas are very high (Fenwick, 2004). The direct costs reportedly fall between \$250,000 and \$1 million per failure and over \$2 billion a year for U.S multinationals (Shay & Tracey, 1997). Since expatriate failure can be critical, their success is crucial to their organisations. However, the journey towards finding strategies in managing expatriates effectively and efficiently is a seemingly never-ending one. During the 1980s and 1990s, the most frequently discussed issue was that of expatriate failure management (Klaff, 2004; Jordan & Cartwright, 1998; Wright, Geroy & Baker, 1996; Tung, 1987). The studies mostly investigated U.S. expatriates. One such study that investigated expatriate failure suggested that the measures used to evaluate expatriate performance should focus more on the jobs undertaken overseas and not be measured solely by 'premature return from an international assignment' (e.g. Harzing, 1995). Several subsequent studies also questioned this measure of expatriate success or failure (Pires, Stanton & Ostensfeld, 2006; Christensen & Harzing, 2004). As a few studies appear to question the measure of expatriate performance, many authors have mentioned the failure issue carefully such as by using inverted commas (e.g. Collings, Scullion and Morley, 2007). As thus, studies in respect to the expatriate failure rate or measure of the failure should be revised.

In the literature, it was reported that the consequences of the failure affect both of the parties involved: the organisations and the expatriates. An organisation reportedly may suffer damaged relations with clients, local businesses, and local government officials; while the expatriates may suffer a loss of self-esteem, self-confidence and prestige among peers (Shay & Tracey, 1997). Given that there were persistent reports of expatriate 'failure' (Fenwick, 2004; Aycan, 1997; Black & Stephens, 1989) and it was recently found that the failure rate was still high (Klaff, 2004; Lee, 2007), organisations are finding initiatives to reduce these failure rates. This situation is shown by findings identified by a recent survey conducted by KPMG's Global Assignment Policies and Practices in 2010 that reported 80% of more than 1000 organisations have employed short-term assignments, the survey also reported that the reason was due to long term assignment was perceived as costly (KPMG, 2010 p. 7). As thus, some organisations have taken initiative to reduce the high costs associated with the failure rate is by avoiding long-term assignments (Petrovic, Harris & Brewster, 2000). It is later suggested that short-term expatriate assignments may be considered as an alternate method (Tahvanainen, Welch & Worm, 2005).

1.3 Short-term Expatriate Assignments

Despite improvement in information communication technology (ICTs), expatriate presence remains an important technique of handling business ventures. However, as stated above, the costs of sending expatriates and the costs associated with their departure have led organisations to adjust the management of their expatriate assignments. Studies have found that this change has led to an increase in the use of short-term international assignments (KPMG, 2010; Fenwick, 2004; Klaff, 2004; Petrovic, Harris & Brewster, 2000). Concerns about the reasons for using short-term expatriate assignments and there are claims made that their use may replace the use of traditional expatriate assignments (Collings, Scullion & Morley, 2007). As such, in order to fill the literature gap, this topic was selected to gain a better understanding of the reasons for using short-term expatriate assignments; the differences between the two types of assignments are also one of the aims of this research.

1.4 Statement of the Problem

Despite the increasing number of short-term expatriate assignments recorded and the claims that it may replace traditional expatriate assignments, researchers have done little empirical study on the phenomenon. Further, the success or failure of short-term assignees can be as significant as that of long-term expatriates. Although they may not be initially as costly as the failure of long-term expatriates, unsuccessful short-term assignees can be rather expensive and the cumulative cost of their failure could become as high as the cost of long-term expatriate failure. In addition, the detrimental effects in terms of cost borne, diminished employees' morale, a bad image of the organisation, and missed business opportunities could add overall damage to an organisation. As such, understanding the nature of short-term expatriate assignments has the potential to increase the understanding of the new expatriate assignments, particularly on the main reasons for using the assignments and the effectiveness of these assignments. Based on these situations, there are four prepositions highlighted;

- Preposition 1: Non-traditional expatriate assignments are specific in nature and are used for specialised purposes.
- Preposition 2: In a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments.
- Preposition 3: In non-traditional expatriate assignments, there are similarities and differences with traditional expatriate assignments.
- Preposition 4: In situations where there are differences in the roles of non-traditional expatriate assignments and traditional expatriate assignments, it is not possible for non-traditional expatriate assignments to replace traditional expatriate assignments.

The implication of this new type of assignment possibly provides a better way of managing international staffing since short-term expatriate assignments are undertaken for a short period (Tahvanainen, Welch & Worm, 2005). Therefore, it is assumed that cultural adjustment may not be a serious obstacle in undertaking an international assignment due to the shorter periods that short-term assignees spend in a foreign country (Tahvanainen, Welch & Worm, 2005). However, more research needs to be conducted to provide evidence on this matter.

1.5 Purpose of the Study

The purpose of this study is to understand and describe the phenomenon of short-term expatriate assignments. This is accomplished by 1) identifying the reasons for using short-term expatriate assignments 2) comparing the thesis findings with a previous quantitative study to obtain differences between short-term and long-term expatriate assignments. Harzing's (2004) quantitative study has been identified and selected to provide traditional expatriate data, as a baseline for comparison with the short-term expatriate data gathered in this study. As such, a comparison was undertaken by using ETA analysis to elucidate the differences between the two forms of assignments 3) gathering and analysing the perspectives of those who are engaged and investigating the relationships between their perceived importance of their assignments with their background in the assignments, and 4) suggesting the selection criteria for non-traditional expatriates. From the main findings of this study, the reasons for using non-traditional expatriate assignments are explored. Based on these reasons, criteria to select a potential non-traditional expatriate suggested.

1.6 Significance of the Study

This research study builds on and extends the research practical contributions. First, the research builds on and extends previous research regarding the reasons for using short-term expatriate assignments. Second, this research has the potential to identify differences in the reasons of international management assignments and provide information to aid the choice between the uses of long-term and short-term expatriate assignments. It is also useful to identify whether the claim made that traditional expatriates could be replaced by non-traditional expatriates assignments were correct or not. Third, through using the in-depth converging interviewing technique, a more comprehensive instrument to measure non-traditional expatriate performance was developed. The measure also can be used as foundation for other non-traditional assignment issue. Finally, from a practical perspective, this research study has the potential to provide useful knowledge to human resource managers who are responsible for recruiting, selecting, training, supporting, and evaluating

the performance of short-term expatriate managers and professionals. In the International Human Resources Management (IHRM) literature, much of the discussion is about long-term expatriate assignments, but very limited research has been undertaken on short-term assignments.

The study of Tahvanainen et. al (2005) is the most cited study on short-term expatriate assignments. The study is seen as the key study that identifies reasons for using non-traditional expatriate assignments. The other related studies that discuss non-traditional assignments usually focus on the assignments' terms or definition (Yongsuk, 2008, Welch & Worm, 2006; Scullion and Collings, 2006) and basically introduce the assignments to readers only. As such, there is a huge gap in the literature about this particular topic. The findings of this study have potential to contribute important knowledge to the IHRM literature.

1.7 Definition of the Key Terms

Many different types of short-term assignment are introduced in the literature such as 'short-term' (Bharadwaj, 2000), 'non-standard' and 'international commuter' (Tahvanainen, Welch & Worm, 2005; Minbaeva & Michailova, 2004), 'flexpatriate' (Collings, Scullion & Morley, 2007), 'international business traveller' (McKenna & Richardson, 2007; Mayerhofer, Hartmann & Herbert, 2004) or 'frequent flyer' (Welch, Welch & Worm, 2007), and 'boundary spanner' (Collings, Scullion & Morley, 2007). These terms have a range of definitions and their inclusions have raised questions about the purposes of non-traditional assignments and the issues surrounding them. To date, only a few studies have been undertaken, some of them were not empirical studies but merely collections of literature (e.g. Collings, Scullion & Morley, 2007).

The findings gathered from the interview sessions in this study indicate that organisations usually do not have specific terms for expatriates who undertake organisational temporary assignments. Therefore, it can be concluded that, to date, there is no universal term for the short term expatriates. In fact, a research finding stated that 32% of its respondents did not acknowledge the number of their personnel who had undertaken short-term expatriate assignments (Petrovic, Harris & Brewster, 2000 p.5). Although there was no rationale given in the study, it can be assumed that the reason is possibly due to the informal procedures of selecting short-term expatriates (Tahvanainen, Welch & Worm, 2005).

A rigorous literature review revealed that time is the main corner factor for all short-term expatriate assignments (see Table 1). Therefore, the length of an assignment can be used as the decisive factor to group it with other similar assignments (Tahvanainen, Welch &

Worm, 2005). To clarify, Table 1 shows a summary of the lengths of assignments adapted from the previous research. All of the listed assignments were undertaken in days or months (certainly less than a year). As thus, to start this study, the length of the assignment is used to define or categorise short-term expatriate assignments.

Using length as a decisive factor, most of the non-traditional assignments such as short-terms, international assignments, and international business travellers have one thing in common: they are undertaken in less than a year. The purposes of the main assignments are described as troubleshooting, controlling, and management development, and they involve duration of 6 to 12 months, are unaccompanied by family, and are mostly informal. Little bureaucracy and no training is involved in non-traditional assignments (Tahvanainen, Welch & Worm, 2005). International commuter assignments are defined as where staff commute from their home base to a post in another country generally on a weekly or bi-weekly basis and do not involve family relocation (Collings, Scullion & Morley, 2007). Next, the international business traveller assignment is a manager involved in international visits to foreign markets, units, project and the like. Based on the previous findings, non-traditional expatriate assignments include all short-term assignments listed and are undertaken in less than a year. To differentiate this assignment with the long-term assignment, this study uses the term 'traditional assignment' to refer to long-term assignments that are undertaken for more than one year and the term 'non-traditional expatriate assignment' to describe assignments that are undertaken in less than a year.

The phrase 'non-traditional assignment' used in this study makes it relatively easy to differentiate between long-term and short-term expatriate assignments. There is an aim to identify if there is a consistency between utilising long-term and short-term expatriate assignments. Based on previous findings and for explanation and differentiation purposes in this study, long-term assignments are referred to as 'traditional expatriate assignment' and short-term expatriate assignments are referred to as 'non-traditional expatriate assignments.' Specifically, a non-traditional expatriate assignment is defined as an international expatriate assignment with a specified duration of less than a year. On the other hand, a traditional assignment is used to define long-term assignment as an international expatriate assignment undertaken for more than one year. Henceforth, the term 'non-traditional expatriate assignment' will denote short-term expatriate assignments.

Additionally, after a series of interviews were conducted, the following terms were identified:

- *Specific assignment*: leading, controlling, or participating in a major project where expertise was only needed for a short period.
- *Knowledge transfer*: transferring knowledge of business systems through direct management roles, meetings, and training.
- *Troubleshooting*: troubleshooting business or technical problems.
- *Maintaining relationships*: developing, maintaining, and strengthening relationships with clients.
- *Gaining international experience*: sending managers abroad to gain international experience.

Table 1: The Length of Non-Traditional Expatriate Assignments	
Form of international assignments	Length of Assignments
Short-term	A short-term assignment involves sending a manager to a foreign country for a duration of between 1 and 12 months (Tahvanainen, Welch & Worm, 2005)
Rotational	Staff commute from the parent country to a workplace in another country for a short period followed by a break in the home country; for example, this type of arrangement is very common in the oil rigs (Welch & Worm, 2006).
International commuter	An employee who commutes from the home base to a post in another country, generally on a weekly or bi-weekly basis. This does not involve family relocation (Scullion & Collings, 2006a)
International business traveller (IBT)	A staff member who makes short visits to the foreign market, unit, project, and the like (Marschan, Welch & Welch, 1996)
Frequent flyer	An employee who undertakes frequent international business trips but does not relocate (Harris, 2002)
Contractual assignment	A staff member with specific skills which are essential for completing international projects is assigned for a limited period of 6-12 months (Scullion, & Collings, 2006a)
Boundary spanner	An individual whose job role places him or her in the position to engage in significant transactions with external agents (Yongsuk, 2008)

1.8 The Gaps in the Literature

This study responds to the need for research focused upon the increased use of short-term expatriate assignments (Mayerhofer, Hartmann & Herbert, 2004; Petrovic, Harris & Brewster, 2000; Brewster, 1997). In the current literature, the authors claim that non-traditional expatriate assignments provide a few advantages include cost savings, flexibility, and a shorter length (Tahvanainen, Welch & Worm, 2005). However, despite their benefits, this type of expatriate assignment remains under researched. Much of the literature on this topic was conducted in the mid to late 2000s and focuses on the emergence of non-traditional assignments and the explanation of their importance. Harzing (2001a) suggested that the performance of an expatriate should be evaluated by examining why he or she is sent in the first place. It means that, to suggest the evaluation criterion for an expatriate performance, their assignments should be examined so that a performance appraisal can be made accordingly. The reasons for using an assignment or expatriate responsibilities form the foundation to determine expatriate performance. Unfortunately, only a few studies have been undertaken to date on the use of the expatriate assignments. If there were, they are limited qualitative studies, case studies, and collections of literature, studies that are focused on a single industry or reason (Collings, Scullion, Morley, 2007; Shay and Baack, 2004; Bonache & Brewster, 2001).

Study on the effectiveness of expatriate international assignments is important because the number of expatriates is increasing due to internationalisation, however, they failure rate is high, and therefore, expatriate assignment is a significant topic to explore. Overall, the development of studies that investigate expatriate assignment is small, particularly those which identify the reasons for international transfers. The most cited study that has investigated the reasons for using expatriates is a study by Edstrom and Galbraith (1977). The recent alternative that is called short-term expatriate assignments have been discussed actively early 2000s although the existence in the literature was since 1980s (Borg, 1988). There is not much evidence can be found to even begin an investigation of this new assignment. Therefore, this study investigates the most important area of a new assignment, that is the reasons for using the short-term assignments and provides new empirical results of this new form of expatriate assignment.

1.8.1 Non-Traditional Expatriate Assignments are Under-Researched

As mentioned in section 1.6, non-traditional expatriate assignments are reported to have emerged in the late 1980s and early 2000s (Petrovic, Harris & Brewster, 2000; Dowling

& Welch 1988). The researchers found a company which grouped its expatriates into three categories: 1) foreign traveller (trouble shooters, assigned for a period of up to six months); 2) Foreign Service specialist (special project assignment for a duration of up to 12 months); and 3) Foreign Service (appointment to a bona fide position for three to four years) (Dowling & Welch, 1988). A number of studies show that companies utilise these new ways of doing international business (Mayerhofer, Hartmann & Herbert, 2004; Harris, 2002; Petrovic, Harris & Brewster, 2000). Although the evidence shows that many organisations are using them, only a few studies undertaken to date. Therefore, understanding the assignments consider is crucial especially in investigating the nature of the assignments.

1.8.2 The Roles of the Traditional Expatriate Manager

The previous work in the expatriate assignments literature shows that Edstrom and Galbraith's (1977) study is the most widely recognised work. It has been awarded the 'Classic 1977 Administrative Science Quarterly (ASQ) article' designation (Harzing, 2001a). Edstrom and Galbraith (1977) suggested that the roles of traditional expatriates are for filling positions, management development, and organisational development. The discussion of these roles is described in the next section and a more thorough discussion about this theory is included in Chapter 2. Further evidence suggests that the three role categories have been cited by many other authors (Caligiuri & Colakoglu, 2007; Tan & Mahoney, 2006; Minbaeva & Michailova, 2004; Morley & Heraty, 2004; Harzing, 2001a; Boyacigiller, 1990). Hocking, Brown & Harzing (2004) redefined Edstrom and Galbraith's study (1977), the authors suggested that expatriates' roles are for business applications, organisation applications and expatriate learning. The research is based on a single-case research and a single industry that is telecommunication industry. The discussion of Edstrom and Galbraith's (1977) and Harzing's (2001b) studies of traditional expatriates roles follows below. This theory is used in this study in order to develop interview questions and questionnaire.

1.8.3 Position Filling

Position filling is defined as filling a position when qualified local individuals are not always available or easily trained in developing countries (Edstrom & Galbraith, 1977). Quite similarly, Harzing (2001b) defined the first role as the transferring of technical knowledge to a developing country where qualified local nationals are not always available.

1.8.4 Management Development

The second role of traditional expatriates is management development. Edstrom and Galbraith (1977) identified this role as developing an expatriate's international experience.

To accomplish this, the headquarters identifies a manager that may need this experience and convinces their subsidiaries that they need the expatriate instead of local people (Edstrom & Galbraith, 1977). Harzing (2001b) defined management development as designed for expatriates to gain international experience for future roles in headquarters or subsidiaries. The reason is defined by training assignees for future positions at subsidiaries and training assignee for future positions at headquarters.

1.8.5 Organisation Development or Control and Coordination

Edstrom and Galbraith (1977) defined organisation development as a means of modifying and sustaining organisational structure and decision processes. They identify three different types of control: 1) direct control, 2) indirect control, and 3) control by socialisation (Edstrom & Galbraith, 1977). Harzing (2001b) defined this role similarly but re-termed it as ‘control and coordination’ as she believes that this role is solely for the purpose of controlling.

1.9 Research Questions

Traditional expatriate assignments have been identified as position filling, management development, and organisational development or coordination and control. Non-traditional expatriate assignments are defined as international assignments that are usually undertaken less than a year. The assignments are said to be undertaken for skills transfer, problem solving, management development and control (Tahvanainen, Welch & Worm, 2005).

This research study investigates the nature of non-traditional expatriate assignments by posing four research questions:

1. What are the underlying reasons for using non-traditional expatriate assignments and in what kinds of situations are they used?
2. Do the roles performed by non-traditional expatriates differ from those reported in the traditional expatriate management literature (namely position filling, knowledge transfer, management and organisation development or control and coordination)?
3. Do non-traditional expatriates’ background of age, managerial level, and gender affect the perceived relative importance of the four main roles in non-traditional expatriate assignments?
4. What does the research suggest with respect to the selection criteria for non-traditional expatriates?

1.10 Justification for the Research

The literature on expatriates, expatriate adjustment, and repatriation is abundant. However, there is limited empirical research on non-traditional expatriate assignments and even less that tests the studies that have been heavily cited in the past. Therefore, this study investigates the role of a new expatriate type that is called non-traditional expatriates or managers.

Effectively investigating expatriate roles continues to be an important issue for multinational corporations (MNCs) and it is expected to be for two reasons. First, the roles can be used as the determinant factors for compensation scales, selection, recruitment, training, performance appraisal, adjustment, and the success of expatriate managers. If the assignments are not well identified and defined, the effectiveness of the expatriate's performance may not be fairly evaluated. Second, to my knowledge, the emerging alternative forms of expatriate assignments have never been tested by previous researchers (particularly on areas such as the differences and similarities).

In addition, highlighting the contributions of non-traditional expatriates is important because they provide some suggestions to help remedy the expatriation problems that are being encountered or have been encountered in the past. To illustrate, one of the findings of this research is the reasons for using non-traditional expatriate managers. When appropriate managers are selected, the possibility of the managers failing in their assignments is lowered and, therefore, this would possibly reduce the overall expatriate failure rate.

The limited discussion of non-traditional expatriate assignments the literature has focused more on the importance of the assignees' roles, assignments' implementation periods and procedures, and less on the advantages and the disadvantages for using non-traditional expatriates except for Tahvanainen, Welch & Worm (2005) study (Collings, Scullion & Morley, 2007; Tahvanainen, Welch & Worm, 2005). Therefore, there is a need to study short-term expatriate assignments due to the importance of understanding the reasons of the assignments existence and the claim that they can solve some of the problems associated with long-term assignments (Collings, Scullion & Morley, 2007).

In order to explore the assignment in detail, the definition of non-traditional expatriate assignments needs to be clarified. However, defining short-term expatriate assignments being undertaken by expatriate managers is not a clear-cut task. The process requires the identification of the different types and the nature of short-term expatriate

assignments so that every aspect of their purposes can be investigated. Therefore, this research suggests a more clear and thorough definition of the assignment.

This research used a mixed method whereby a series of in-depth interviews and an online survey were conducted to gather more responses from those who were engaged in these assignments. Thus, even though universal roles may not be identified, it provides extended non-traditional expatriate roles or knowledge about the assignments.

1.11 Research Methodology

1.11.1 Sample

This is an empirical research study into non-traditional expatriate assignments. The researcher initially applied a mixed method to analyse both qualitative and quantitative data. The data were gathered using the convergent interviewing technique (Rao & Perry, 2003). According to the authors, this method is appropriate because it provides a way of quickly converging on key issues in an emerging area, it is an efficient mechanism for data analysis after each interview, and it is a way of deciding when to stop collecting data (Rao & Perry, 2003). Furthermore, the technique provides strengths to investigate under-researched areas. After each interview, the responses were transcribed and analysed for content and theme. Data analysis was conducted using transcripts obtained from the interviews with the aim of identifying consensus, dissenting opinions, and qualifications or explanations of the interviewees' responses.

The study interview sessions involved interviewing 23 international professional managers, the largest majority of whom were from the tourism industry (27%). The managers consisted of 16 international managers, 4 general managers, 2 directors, and 1 chief executive officer. The managers represented mainly Malaysian, Australian, and Singaporean companies that operated internationally. The duration of the interviews averaged 1 hour 30 minutes. Extensive notes and voice recordings were made during the interviews.

The techniques used in this study; thematic analysis and the converging analysis, were used to analyse the data in order to develop categorisations that form the reasons for using non-traditional assignments. The quantitative method used to confirm the reasons identified in the interview stage by using Exploratory Factor Analysis (EFA) and statistical analysis. The data was obtained through online survey, EFA was used to analyse the quantitative data since the method is known as suitable to be applied in order to reduce a large number of variables to a smaller set.

The convergent interview technique was used in this study rather than NViVO because it was seen to be more useful to address issues, especially under-researched issues or ones that lacked a theoretical base (Roa and Perry, 2003). Additionally, the use of the thematic technique also offers major advantages: 1) it allows researcher to extend, replicate and refute prior discoveries, 2) it uses previous codes identified by someone else as the basis for developing or enhancing a new code, and 3) it allows the researcher to use a prior-research-driven approach to identify and develop a code (Boyatzisby, 1998).

1.11.2 Secondary Data

Previous research findings were thoroughly investigated to identify previous expatriates' roles from various industries. The companies' backgrounds were investigated to obtain expatriate contacts and other relevant information such as the number of expatriates that are currently employed, and information regarding their headquarters (such as their strategic plans and objectives). Past data was collected on the reasons for sending expatriate managers to subsidiaries to identify the roles of the expatriates and data about the expatriate types were acquired. The data obtained through this method were compared with the data gathered in the first stage. Thus, a more thorough data set was constructed and the extensions of the roles are provided in Chapter 4.

1.12 Outline of Research

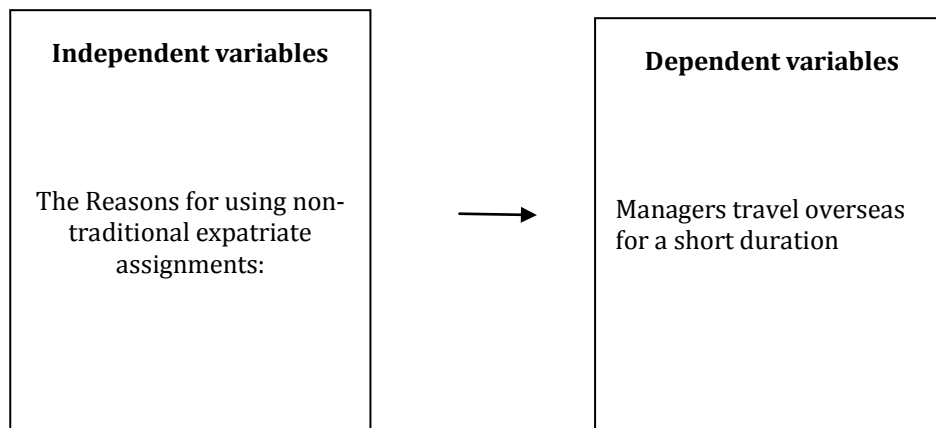
This thesis first discusses the literature of the reasons for using non-traditional expatriate assignments and their roles in international management. The studies undertaken by Edstrom and Galbraith (1977), Tahvanainen, Welch & Worm (2005) and Harzing (2005) are taken as seminal work in this thesis. The reason is because previous research findings are used as a framework to start this thesis. This is followed by an explanation of the research methodology, data analysis, and a detailed discussion of the findings. Implications, limitations, and areas for future research are discussed in the conclusion section. The summary of the research design is presented in research framework as follows.

This study is designed by dividing important areas into Studies 1, 2 and 3. Study 1 discusses Research Question 1, Study 2 discusses Research Question 2, Study 3 discusses Research Question, 3, and suggestions on the criteria of selecting the assignees. The qualitative and quantitative findings are presented in Chapter 4 and the discussions on the research findings are presented in Chapter 5. A summary of the research outline is presented in Table 2.

Table 2: : The Research Outline

Chapter 1	Introduces the research.
Chapter 2	Contains a review of the literature, which examines contemporary literature regarding expatriation issues.
Chapter 3	Describes the research methodology used in this study and identifies how the research was approached.
Chapter 4	Presents the empirical findings and reveals the findings of the in-depth interviews and the quantitative findings of the online survey.
Chapter 5	Contains the discussion, suggestions, and conclusions. Draws together the literature, interview, and survey findings.

Research Framework



1.13 Delimitation of Scope and Key Assumptions

Although this research has made all attempts to cover all the important areas, it is limited in its scope for several reasons. The reasons are 1) the response rate is low. Initially, the plan to collect data was supposed to be carried out in Singapore during a Human Resource conference in September 2009. After access to the conference was granted, the organiser cancelled the approval for some reasons. The researcher depended on supervisors' personal contacts to get participants. 2) after the attempt failed in Singapore, the researcher tried to approach foreigners in Kuala Lumpur but the response was not encouraging. 3) RMIT University paid access to human resource manager database. The database contains contact information of human resource managers in Melbourne. The researcher sent emails to all of the contacts. There were about 1000 human resource managers contacted. At the end, the researcher only managed to get ten managers from the database. 4) the researcher contacted friends and invited managers to participate online. All expatriate community websites were used to encourage participation. At the end, a few additional managers participated.

After all the attempts undertaken, finally data were successfully gathered from 23 interviewees and 61 survey respondents. The findings explained in this study are limited to the participants' experiences, perceptions, opinions, and suggestions during the time of their involvement in international assignments.

The expatriate assignments' items used to measure non-traditional expatriate assignments were extracted from the three most cited empirical studies: 1) Edstrom and Galbraith (1977), 2) Harzing (2001b), and 3) Tahvanainen, Welch and Worm (2005). Edstrom and Galbraith's study and Tahvanainen, Welch and Worm's study are both qualitative studies. Harzing's (2001) study appears to be the only quantitative study that explains expatriate assignments. The items are generally used to measure the reasons for traditional expatriate assignment transfers (Edstrom & Galbraith (1977) and Harzing (2001) studies) and the study of Tahvanainen, Welch and Worm's (2005) items are used to measure non-traditional expatriate assignments transfers.

The researcher defines expatriates as international managers who undertake international assignments in foreign countries. Some of the respondents and interviewees who participated in this study have undertaken traditional expatriate assignments as well. Their experience and their opinions on the non-traditional assignments were regarded as valid since they have experienced both types of assignments. Since the main sample of this

study is international managers who have undertaken non-traditional expatriate assignments, this study has different types of international managers who are holding different types of positions (see the profile of interviewees in chapter 4 section 4.2).

This thesis is an exploratory study that explores the reasons for using non-traditional expatriate assignments based on the reasons perceived to be of importance by the participants. As such, the findings presented are illumination but not generalisable. The findings discussed in this study are limited to the responses of those who participated in the study. A large empirical study should follow in order to provide data that is more detailed. It is mainly to provide a platform for future studies.

One may argue that industries may shape the roles of expatriate assignments and this research only involves a few industries. The researcher acknowledges this matter and she has taken the initiative to collect data from various industries. The analysis eventually conducted was based on a few industries only and, thus, the non-traditional expatriate assignments analysis based on industry was not carried out due to the small sample size.

This research also has limitations in terms of the selected international organisations as the research samples. The international organisations selected were from profit and non-profit organisations mainly from Asia Pacific regions. The researcher acknowledged this limitation would influence the findings of this research, nevertheless, as one of the main aims was to provide a platform for future research, the types of organisations were analysed and the researcher had taken some extra caution in concluding the findings. The term used when referring to the participants' organisations, it was addressed as international organisations to indicate that they are both profit and non-profit organisations.

Note that in section 1.10.1, the researcher used 'initially' word when explaining the sample. The reason for this is that after many attempts have been made to overcome difficulties in obtaining data, the size of the sample could not be increased due to time and budget constraints. There were only 61 respondents participated in this study, therefore, the analysis using EFA method was not successful and less valid. In the end, the findings using the data gathered through online survey has to be used carefully.

The researcher tried to run probit analysis but it was not successful. It was unable to be conducted due to scaling method used in the study's questionnaire. The scale used in the study was Likert scale data that only permitted analysis such as mode, mean, regression, ANOVA, t-test, standard deviation and Pearson's. As thus, in answer to the main study objective, mode analysis was undertaken instead, however, the data was similar to the mean

and standard deviation that have been done. The Pearson's analysis had been undertaken as well; however, it was found that the study data were not sufficient to show if there was an important relationship between respondents' backgrounds and non-traditional assignments. Some statistical significance was obtained.

1.14 Conclusions

This chapter has laid the foundations for the thesis. The overview of international human resource management perspectives, the expatriation phenomenon, and the current expatriation situations were discussed. The first section introduced the expatriation phenomenon, particularly the terms and the descriptions of non-traditional expatriate assignments. The uses and the common terms used in the literature were explained. The gaps in the literature as well as the research problems and research questions were presented. The research and the limitations were justified and presented. The methodology was described and the definitions were clearly presented to set the boundary of the research.

This research is an exploratory research study and, thus, it was found that a mixed method was suitable to be used to gather data and analyse the findings. The findings are not intended to be generalised but are expected to add valuable knowledge to the body of expatriation knowledge and to the international human resource management particularly in providing a foundation for future research on this area. The discussion further leads to the research objectives of this study. Chapter 2 continues the discussion of areas that are related to non-traditional expatriate assignments.

In summary, the thesis findings are presented in four parts. Study 1 discusses Research Question 1, Study 2 discusses Research Question 2, Study 3 discusses Research Question 3. Studies 1 and 2 describe the non-traditional expatriate phenomenon, exploring the nature of the assignments by using responses from the interviewees. Study 2 describes the differences between two different types of expatriates that are traditional and non-traditional expatriates. The results from Study 3 are used to describe part 4 and both are used to propose further criteria for the selection of non-traditional expatriates.

CHAPTER 2

LITERATURE REVIEW

This chapter sets the stage for understanding non-traditional expatriate assignments. It begins by exploring the current impacts of internationalisation, particularly on international human resources. The discussion leads to the focus of this study that aims to identify the main reasons for using non-traditional expatriate assignments.

2.0 Overview

International organisations frequently use expatriates to manage their foreign operations. The use of expatriates has been shown to provide both advantages and disadvantages. Included among the advantages are achieving important strategic objectives and enhancing global integration. The disadvantage appears to be a high expatriate failure rate due to a range of reasons that include family problems, cultural problems, and expatriate and organisational management problems (Oddou & Mendenhall, 2000; Tung, 1987). After expatriate assignments have been completed, the evidence shows that organisations are having difficulties managing repatriated staff members, especially problems associated with re-entry into the home country and adjustment (Black & Gregersen, 1991b; Harvey, 1989). As the difficulties in managing the traditional expatriate assignment continue, several alternatives appear to have been undertaken by organisations. These alternatives include non-traditional expatriate assignments.

Non-traditional assignments include several options such as flexpatriate assignments, frequent flyer assignments, virtual assignments, and commuter assignments (Scullion & Collings, 2006a; Tahvanainen, Welch & Worm, 2005). The main purposes of the non-traditional expatriate assignments reported in the literature are for cost cutting and increased expatriate mobility (KPMG, 2010; Harris, 2002). Non-traditional expatriate assignments are defined in the literature as assignments that are undertaken for less than a year (KPMG, 2010).

This chapter explores the currently limited understanding of non-traditional assignments by focusing on the discussion of the various types of non-traditional assignments. It further leads to one of the aims of this study: to identify the underlying reasons for using the assignments. The chapter is organised as follows. First, internationalisation and strategic international human resource management are discussed.

Second, a discussion on the importance of exploring non-traditional expatriate assignments is presented. Third, discussions and reviews of short-term assignments and related issues are presented in order to introduce readers to the 'new' assignments.

2.1 Expatriate Assignments

Early studies by Edstrom and Galbraith (1977) and Torbiorn (1997) provide the significant findings of the reasons for using traditional expatriate assignments. These studies identify that the main reasons for the use of traditional expatriate assignments are for position filling, management development, and organisation development. Harzing's (2001b) study adds knowledge transfer as an important reason for using the assignments. Her study is supported by Reiche, Harzing and Kraimer (2009) who support that expatriates are knowledge transferrers or knowledge brokers. The authors claim that the knowledge acquired by expatriates is shared with both the home and the host country (Reiche, Harzing & Kraimer, 2009). Heraty and Morley (2004) identify the same important reason and their study indicates that one of the reasons for using traditional expatriate assignments is for knowledge transfer purposes. They also highlight that technical, managerial, and control skills are used to improve a host country's performance during the early stages of establishing a new unit (Heraty & Morley, 2004).

More recent studies in the 2000s, which investigated the reasons for using traditional expatriate assignments, identify similar reasons such as position filling, management development, and organisation development (Reiche, Harzing & Kraimer, 2009; McKenna & Richardson, 2007; Morley & Heraty, 2004; Suutari & Brewster, 2001). The studies' findings indicate that the reasons apparently still appear to be the three reasons identified by Edstrom and Galbraith (1977). The only difference or new finding is the reason of knowledge transfer.

Since the reasons for using traditional expatriate assignments are for position filling and knowledge transfer, management development, and organisation development, it seems that controlling purposes are the most prominent underlying reason (Harzing, 2001a; Delios & Bjorkman, 2000; Torbiorn, 1997). Harzing (2001b p. 582) identifies the controlling reasons as 'control and coordination' since she believes that the third reason identified by Edstrom and Galbraith (1977) is mainly for controlling purposes. Torbiorn (1997) states that control is used to monitor the host country unit's activities. Influential factors such as market competition, political risks, and cultural distance play a very important role in determining the use of expatriate assignments (Boyacigiller, 1990). The need of an expatriate's presence is high if the market competition is strong, if there is a larger political risk, and if there is cultural distance (Boyacigiller, 1990). Other factors such as the origin of the international

organisation appear to play an important role in determining the reason for using expatriate assignments. To illustrate, Chinese and Japanese organisations mostly emphasise control in their international operations (Moore, 2006). U.S. and European organisations, on the other hand, seem to place a greater importance on position filling and management development reasons for sending their expatriates overseas (Harzing, 2001b).

The studies discussed above show that the main reasons for using traditional expatriate assignments are for the three important categories of position filling, management development, and organisation development. The research suggests that these three key categories have been used as the basis of explaining expatriate transfer in previous studies. A number of researchers have also identified knowledge transfer as one of the expatriation functions (Reiche, Harzing & Kraimer, 2009; Hocking, Brown & Harzing, 2004; Downes & Thomas 2000; Torbiorn 1997). Knowledge transfer is, in fact, an important reason for the use of the assignment. Influential factors such as the market, the organisational origin, and the political risk are some of determinants that may shape the use of expatriate assignments. In this study, the researcher attempts to compare the reasons for using traditional and non-traditional expatriate assignments.

2.2 Internationalisation and Strategic International Human Resource Management

Why do companies want to internationalise? Many factors cause internationalisation. Among them are management characteristics, organisational characteristics, external impediments, or external incentives to engage in business overseas (Fletcher 2001). Through internationalisation, companies can increase their income several times, spread the company name and reputation worldwide, or obtain economies of scales. The main factors of saving and making money include the availability of supplies, new markets, lower labour costs, access to finance capital, and the avoidance of tariff and import quotas. Among the main ways of expanding internationally are global outsourcing, exporting, importing, licensing, franchising, joint venture, and wholly owned subsidiaries (Kinicki & Williams 2003).

Going international means that organisations will face competition in bigger markets and, thus, will have to find ways to enhance their international strategies. Using expatriates is a common strategy among international organisations. In the international arena, organisations have to be involved in a culturally different environment and it is a challenge. Facing the international challenges and learning about foreign cultures is important. Being aware of cultural differences and achieving cross-cultural connections are the necessary tools to succeed. To view more strategic approaches, strategic international human resource

management (SIHRM) is important to discuss. SIHRM is defined as all the activities affecting the behaviours of individuals in their efforts to formulate and implement the strategic needs of the international business operation (Schuler, Dowling & De Cieri 1993).

Many previous studies have proposed SIHRM models. The three most significant are suggested by Taylor, Beechler and Napier (1996); Schuler, Dowling and De Cieri (1993); and Milliman, Von Glinow and Nathan (1991). Each of these models provides similar strategic views or approaches to managing IHRM strategically. The models appear to place importance on external and internal environments and then lead to suggestions on how to manage the human resource management strategically.

Taylor, Beechler and Napier (1996 p.965) provide a model with three levels of important determinants in order to manage IHRM. These determinants are the parent company, the affiliate company, and specific employee groups within the affiliate. The authors' management strategy proposal focuses on a company's IHRM aims and then manages it by looking at the degree of similarities between the HR practices of the parent company and the affiliates. A model by Schuler, Dowling and De Cieri (1993 p.423) emphasises a similar approach that examines exogenous and endogenous factors. Exogenous factors include industry and country characteristics while endogenous factors include the structure of internal operations, headquarters international orientations, competitive strategies, and experience in managing international operations (Schuler, Dowling & De Cieri 1993). The authors propose that the management of HR should consider the IHRM issue, policies and practices, and functions (Schuler, Dowling & De Cieri 1993). Third, a model by Milliman, Von Glinow and Nathan (1991 p.322) suggests managing IHRM by analysing the concept of the external and internal fit of the IHRM to the functions and organisational context. This means looking at what needs to be 'fitted' in strategic HRM. The internal fit focuses on selection, training, appraisal, and rewards and the foreign subsidiary fit to the corporate IHRM (Milliman, Von Glinow & Nathan 1991). The external fit focuses on the IHRM fit to the organisational life cycle and to the cross-cultural and cross-national environment (Milliman, Von Glinow & Nathan 1991).

Organisations aim to succeed but they may fail due to difficulties in conceptualising and operationalising SIHRM models. The number of organisations going international is increasing, culture is different across borders, and the environment is changing. If all these factors are faced by organisations, how can international organisations succeed? Mendenhall and Macomber (1998) suggest that organisations should 'learn by doing' and should have 'risk-taking' mindsets. To illustrate, Chinese and Japanese human resource approaches may be examined. Recent changes to the world's largest economy's ranking, which reported that

China has currently replaced Japan as the second largest economy in the world after the United States, was very impressive (Yue, Yueng, Xin, Pfoertsch & Liu 2011) Japanese organisations have been struggling with political issues and natural environmental disasters, which have undoubtedly contributed to the country's economic downturn. Japan, one of the former successful triad countries in addition to the U.S. and Europe, will have to struggle to get its position back (Lah 2011). As such, in order to gain the benefits of being internationalised, strategic international human resource management is crucial.

China is known as a country that offers cheap labour and it has been using this advantage efficiently (Farrell & Grant 2005). China uses its low cost labour to the fullest, resulting in it becoming its main competitive advantage and leading to its major success today (Huchet & Ruet 2009). In contrast, Japanese organisations appear to use a strict ethnocentric approach and are reluctant to allow local nationals to hold significant positions in subsidiary management (Belderbos & Heijltjes 2005; Harzing, 2001; Selmer 1995). They have just started realising the importance of staffing their international operations with local managers (Beamish & Inkpen 1998). The recent changes do not just show the importance of going international, they also depict the importance of managing human resources effectively and efficiently. Strategic HR management leads to success in managing 21st century organisations. To manage an internationalisation strategy well, opportunities and challenges needed to be foreseen and responded to accordingly (Schuler, Dowling & De Cieri 1993).

The effective utilisation of international human resource management is a major goal of many organisations. However, the nature of international operations remains under-researched. The discussion below presents some important previous findings that identify the reasons for using expatriate assignments.

2.3 Expatriation Management Challenges

Since the field of human resource management is recognised in the literature as being crucial to effective internationalisation (Kobrin 1994), the increasing number of organisations going international has resulted in significant effects on the management of international human resources, particularly in the expatriation areas. The need for expatriates in international locations becomes crucial. A recent survey conducted by GMAC Global Relocation (GMAC 2008) reported that there are three significant organisational expatriation challenges: 1) finding suitable candidates for assignments, 2) helping employees complete their assignments, and 3) retraining the employees once their assignments ended (GMAC 2008).

The challenges of managing expatriation have become more intense since rapid internationalisation has resulted in an increase in the number of expatriates employed worldwide (KPMG 2010). The managerial challenges were discussed more than two decades ago (Jellnek & Adler 1988; Tung, 1987; Zeira & Banai 1984; Toyne & Kuhne 1983;) and the evidence shows that it remains being discussed and appears to be a difficult area to manage (e.g Haile, Jones & Emmanuel 2010; Fukuda & Chu 1994). More investigations into the problematic challenges should be conducted.

International human resource management (IHRM) has been challenged by continuous expatriation problems since the 1960s (Hays 1971; Gullahorn & Gullahorn 1962). Among the most frequently discussed challenges is managing the reasons of expatriate failure and finding methods to manage the area successfully (see e.g Harvey, Napier & Moeller 2011; Fenwick, 2004; Feldman & Thomas 1992). Other problematic issues of expatriation are low female participation in international assignments (Cole & McNulty 2011) and repatriation complications (Altshuler & Grubert 2003; Feldman & Thompson 1993). These identified expatriation challenges appear to be consistent with a prediction of IHRM challenges in the 21st century by Robert, Kossek and Ozeki (1998 p.94). Their study described three main challenges that the authors anticipated would be faced today:

- Deployment: easily getting the right skills to where they are needed in an organisation regardless of geographical location.
- Knowledge and innovation dissemination: spreading state of the art knowledge and practices throughout the organisation regardless of where they originate.
- Identifying and developing talent on a global basis: identifying who has the ability to function effectively in a global organisation and developing those abilities.

All of these challenges are very important to manage since most of them are faced by international organisations today. A study by the McKinsey Global Institute (2005) predicted that 75,000 higher positions in international corporations in China will be needed in the next ten years. However, the current availability is estimated at only around 3,000 to 5,000 (Farrell & Grant 2005). Thus, parallel with the challenges proposed, it appears that organisations are looking for mobile and skilled managers in the next ten years and these managers' availability is highly required regardless of where they are. The challenge of deploying managers with the right skills to where they are needed is crucial.

Second, the dissemination of knowledge is seen as an important role of expatriates since organisations are finding a way to gain the benefits of sending their managers and get their responses back to them.

Third, organisations today appear to develop their human resources stringently since it is well documented that sending them to foreign locations provides benefits to the organisations as well as the managers. Therefore, many organisations are trying to reduce the problems associated with expatriation and are trying to achieve the same benefits provided by them.

Non-traditional expatriate assignments appear to be a serious option for the current challenges. Non-traditional assignees are more mobile and skilled and, more importantly, the management of expatriates is reported to be less complicated since they are not usually accompanied by a spouse on assignments (Tahvanainen, Welch & Worm, 2005). Second, the selection and recruitment processes are simpler compared to the process of managing traditional assignees in terms of training since it is not necessary to provide non-traditional expatriates with pre-departure training (Tahvanainen, Welch & Worm, 2005). Therefore, these assignments have been reported as being used as alternative forms of traditional assignments but they are conducted in shorter periods. Interestingly, recent research findings about non-traditional assignments have reported that their use has been increasing (Dickmann & Harris, 2005; Sparrow, Brewster & Harris 2004). According to a KPMG (2010) report based on a survey of 1,000 multinational organisations, short-term assignment use had increased by 80% and permanent transfer by 47% from the previous year. This evidence strengthens the research that explores the nature of non-traditional assignments and the differences between them and traditional assignments. It is also worthwhile understanding 'how to manage' the 'new' expatriate assignments.

It is reported that non-traditional assignments are used for skills transfer, problem solving, managerial control, and development (Tahvanainen, Welch & Worm, 2005). The assignees are needed to work for specific international projects, which demand certain skills and expertise (Tahvanainen, Welch & Worm, 2005). The reported main objective is to reduce costs and, possibly, to avoid or reduce some of the traditional expatriation problems ('Nasty, brutish and short' 2000). For example, personal and family restrictions are less likely to occur since a spouse usually does not accompany the assignee. Moreover, non-traditional assignments increase recruitment flexibility. Since alternative forms of traditional expatriation (Fenwick, 2004; Kayworth & Leidner 2000; Kevin, Downes & Galen 1999) have become a main focus, it is predicted that this issue will be the centre of research discussion in the near future.

In summary, parallel to the effect of international human resources on internationalisation, non-traditional assignments create a new trend in international

assignments and in IHRM management methods. The pattern is likely heading towards assignments that vary in nature and duration (Harris, 2002).

2.4 Expatriate Management

Abundant research focuses on the issues of expatriate management (mainly on the areas of selection criteria, recruitment, training, and adjustment). Few, if any, studies have been devoted to explaining non-traditional assignments. Literature in the field of international HR management indicates that non-traditional assignment research remains in its infancy. In order to provide a discussion that leads to the main aims of this thesis, the researcher focuses on four major expatriate issues identified in the literature: 1) expatriate high failure rate, 2) important factors in the success and failure of expatriate assignments, 3) unwillingness factors, and 4) the repatriation phenomenon. To gain a better understanding of the expatriation area, descriptions based on traditional expatriates are provided below.

2.5 The Traditional Expatriate

Unlike non-traditional assignments, the literature provides substantial detail on the definitions of traditional expatriates. They have been defined as international assignees who are sent overseas for a 3-5 year period (McKenna & Richardson, 2007) or for approximately three years (Minbaeva & Michailova, 2004). Tahvanainen, Welch and Worm (2005) define a traditional assignment as a manager who is sent abroad for filling positions, management development, and organisation development. Typical assignments typically involve durations of between 12 to 36 months and families relocate with the manager. Collings, Scullion, and Morley (2007) state that a traditional expatriate in a traditional assignment usually goes abroad for 3 to 5 years and this involves the relocation of the expatriate and his family. Woods (2003) defines an expatriate as someone managing others (including host country nationals) on assignment in a foreign country for a period of at least six months.

For the purpose of this study, a traditional expatriate manager is defined as a manager who is sent abroad for knowledge transfer, management development, organisation development, or control and coordination for a 3 to 5 year period. The expatriate's departure usually involves family relocation with the expatriate. The expatriate is also defined as an employee who is on a long-term assignment outside their home country. An expatriate usually relocates to a foreign country with their family for a period of longer than one year but less than three years (Harris, 2002). Pre-departure training is sometimes formally provided (Mendenhall, Dunbar & Oddou 1987). Compensation for the expatriate often includes salary, housing, home maintenance allowance, household furnishing allowance,

education allowance, home-leave allowance, bonus, currency protection, transportation, and goods and services (Pelt & Wolniansky 1990). Typically, expatriates and their family are screened prior to their engagement in international assignments to help decrease the chances of an expensive early return (Tung, 1987).

The literature shows that traditional expatriates play many roles including commanders, conductors, coaches, and connectors (Phallapa & Lalit 2008), boundary spanner, ambassador (Au & Fukuda 2002), value-seeking connectors, industry experience carriers, country experience carriers, acquisition experience carriers, and combined experience carriers (Hebert, Very & Beamish 2005). In terms of skill utilisation, Feldman and Mark (2000) found that the highest skills utilised (ranging from the most important to the least) are cross cultural, communications, decisions, international business knowledge, administration, negotiation, technical/functional, and supervisory. Given the multiple roles played and the skills required to execute international assignments, it is clear that expatriates carry big responsibilities to achieve their organisational objectives. Although expatriates represent only 1 to 2% of the total employees in organisations, they are valuable company assets and an organisation has to develop a strategic HR management for expatriates in order to avoid a serious threat to the investment (Schmidt & Minssen 2007). However, as mentioned briefly above, managing them is a challenging task. The following section discusses the problems of managing traditional expatriates in more detail.

2.6 Expatriation Management Problems

Past research shows that traditional expatriate assignments may be problematic assignments. The problems associated with the assignments can be divided into two categories: organisational problems and expatriate problems. The problems have led to reports of high failure rates of between 20% to 40% (Tung, 1987). Two other related situations that are also viewed as problems related to traditional expatriations are: 1) the unwillingness of expatriates to undertake long-term assignments and 2) repatriation.

2.7 High Failure Rate

The discussion of the traditional problems associated with the expatriate high failure rate has appeared in international human resource management literature for nearly three decades (Yeaton & Hall 2008; McCabe 1993; Tung, 1987), and it seems that is not easy to find solutions. Worse, previous studies suggest that, due to the reportedly high rate of expatriate failure, the cost borne is also high (Klaff 2004; Mark & Scott 1999). Although the reported failure rate measure is questioned (Forster 1997; Harzing 1995) and the 'premature return

from an overseas assignment' scale is not a comprehensive measure, the failure rate still appears to be high (Lee 2007). This form of assignment appears to be an expensive and problematic mode to undertake in pursuing international operations (Scullion & Collings, 2006a; Linehan & Scullion 2002; Scullion & Brewster 2001). As such, it is not the scale of expatriate failure which is the focus of this study but, rather, finding the reasons for such high failure rates.

According to Black and Gregersen (1991a) and Takeuchi, Yun and Tesluk (2002), family roles are important in determining expatriates' success. The authors mention that an important reason for expatriate failure is due to family problems and have been reported to have caused major difficulties, and as a consequence have affected expatriate performance (Takeuchi, Yun & Tesluk 2002; Black & Gregersen 1991a). The difficulties experienced and faced often seem to have led to the expatriate's eventual failure.

Other evidence suggests that a lack of support from headquarters and lack of motivation to work overseas and work-related issues also contribute significantly to expatriate failure (Kramer & A 2001; Shay & Tracey 1997; Tung, 1987) As the consequences, the failure affects an expatriate's work performance and the organisation's managerial systems. The identified effects of failure for expatriates are a loss of self-esteem, self-confidence, and a loss of prestige among peers while the effects for organisations are damaged relations with clients, local business, and local government officials (Lazarova & Cerdin 2007).

Other major issues in traditional expatriation exist besides expatriate failure. The empirical evidence suggests that some employees are unwilling to accept long-term assignments and repatriation. The discussion below explains the reasons behind these problems.

2.7.1 Expatriate Unwillingness

Emerging evidence shows that some organisations are having difficulty attracting internal candidates who are willing to accept traditional expatriate assignments (Konopaske, Robie & Ivancevich 2009; Konopaske & Werner 2005; Ayree, Chay & Chew 1996). This reluctance factor has caused a short supply of managers, especially for organisations that are actively pursuing international business to become more globally competitive.

Previous research shows that the predictors of expatriate willingness to accept international assignments are the destination (Aryee, Chay & Chew 1996), adventurousness,

family, and the length of the assignment (Konopaske, Robie & Ivancevich 2009), spouse opinion (Brett & Stroh 1995), and gender (Kevin, Downes & Galen 1999). Thus, a less attractive destination, rural areas, and high-risk countries are not likely to be favoured by potential expatriates. However, despite the high cost and failure factors or problems linked to expatriation, expatriation remains a strategic method in international operations. As a result, the need to have the expatriate supply and demand met is required in order to achieve the objectives of many organisations. However, the research indicates that the demand for experienced and skilful managers is greater than the current supply (Quelch & Bloom 1999).

In order to overcome the reluctance to accept an international assignment, researchers have suggested offering alternative forms of assignments as a way to implement international assignments (Welch, Welch & Worm 2007; Mayerhofer, Hartmann & Herbert, 2004), and to employ more female expatriates. Some research shows that women are more dedicated employees and that their level of work adjustment is faster than men (Aryee, Chay & Chew 1996). However, their performance in many foreign countries is restricted by their gender (Yan, Zhu & Hall 2002; Linehan & Walsh 1999). As thus, women should be encouraged to perform international assignments as their participation to date is still low (Linehan, Scullion & James 2001). Faced with difficulty in attracting expatriates to undertake international assignments (Brett & Stroh 1995), employing more women seems a wise way for organisations to add more choice of staffing for overseas operations. The next section discusses the repatriation phenomenon.

2.7.2 Repatriation

Repatriation occurs when traditional expatriates have been relocated to a foreign country for a long period and return to their home country (Black, Gregersen & Mendenhall 1992). Repatriation problems occur if there is a lack of a management system that can satisfy the expatriate's needs (Lazarova & Caligiuri 2001). The existing empirical evidence indicates that repatriates and their families often have problems with readjustment to the home country (Baruch, Steele & Quantrill 2002) and problems associated with financial pressure and family problems (Harvey 1989). Since repatriates appear to have been often neglected by organisations that do not provide them with proper and systematic programs that enable them to feel appreciated (Stahl, Chua, Caligiuri, Cerdin, Taniguchi 2009), dissatisfaction and frustration results (Lazarova & Cerdin 2007). Consequently, repatriate turnover is high (Lazarova & Caligiuri 2001).

It appears that developing expatriate managers who can manage the increasing complexity of globalisation issues is a key human resource priority for many organisations. Retaining the expatriates is another effort that needs to be handled effectively. Managing and retaining an organisation's expatriate managers remains a critical challenge. Since traditional problems continue to be serious and difficult to manage and since a high failure rate is costly, organisations are finding alternatives to execute their overseas assignments. The evidence suggests that there is a growth in shorter postings (Harris, 2002; Petrovic, Harris & Brewster, 2000) and it seems that these can solve some of the traditional expatriation problems, especially in terms of the high cost, family problems, and the length of assignments.

This thesis provides the reasons for using non-traditional expatriate assignments instead of traditional assignments. Next, since the problems associated with traditional expatriation have caused many undesirable consequences to organisations and expatriates, it is important to discuss the determinants of expatriate success and failure and to determine what the main reasons are for failure.

In the past, researchers have attempted to build approaches or models that provide suggestions to these situations. In handling the strategic management of expatriation, attention has been given to the staffing, the selection of expatriates, the training process, their adjustment to work and new environments (Florkowski & Fogel 1999; Yavas & Bodur 1999), the effectiveness of expatriation (Kim & Slocum, 2008), and repatriation and expatriate failure (Mark & Scott 1999).

2.8 The Determinants of Expatriate Performance

In today's global economy, effectively managed expatriate assignments are important for the success of international organisations. Since organisations use expatriates as their bridge (Hebert, Very & Beamish 2005) to implement international operations, it is crucial to foresee the success of the expatriates in undertaking the assignments. Therefore, many well documented studies exist in this area (Brewster & Pickard 1994; Yeaton & Hall 2008; McCabe 1993; Black & Mendenhall 1990; Mendenhall, Dunbar & Oddou 1987; Tung, 1987).

The current literature has focused on three different types of expatriate nationalities when considering expatriate performance: 1) American, 2) European, and 4) Japanese. The previous evidence claims that American expatriates recorded the highest failure rate compared to those from the other two countries (Harzing, 2001b) mainly due to technical problems, adaptability levels, language problems, maturity and motivational levels.

Table 3 shows the previous findings of the expatriate performance determinants between the 1980s and the 2000s. The table summarises the determinants of expatriate performance found by popular studies and cited by other authors more than 100 times (Redner 1998). Consistency is evident between the expatriate performance determinants found 30 years ago and the ones today. The results suggest that three important players determine the performance of expatriates: 1) the expatriates themselves, 2) their family, and 3) their organisations.

The determinants of the performance of expatriates appear to be highly dependent on the inner strengths of expatriates. These inner strengths include their level of adaptability, personality, technical competency, language capability, experience, motivation, how effective their roles are being played by them (Black 1988), and their self-orientation and perception dimensions (Mendenhall, Dunbar & Oddou 1987). Cultural factors and adjustment factors appear to be very important in perceiving an expatriate's performance. An expatriate's inner strength and his or her ability to adjust to a foreign environment is an important key in determining if the expatriate is able to succeed or not. This is supported by evidence that shows the importance of expatriate exposure to foreign culture before their departure (Harrison, Chadwick & Scales 1996; Arthur & Bennett 1995; Gertsen 1990;). Research conducted in the 2000s supports the previous findings that indicate that expatriate inner-strength, culture, and adjustment levels are the important criteria that should be focused on to determine expatriate success.

Second, given that the family roles are important in determining the performance for expatriates and repatriates (Harrison, Chadwick & Scales, 1996; Harvey, 1989), the family's welfare including the children's schooling, the spouse's career, their adjustment level capabilities, and their adaptation level capabilities, appear to be some of the main factors that affect expatriate success or failure (Harvey 1985). Therefore this area should be given priority when expatriates are sent overseas.

Third, organisational roles determine expatriate performance. An organisation's support of an expatriate before, during, and after an international assignment is crucial (Kraimer & A 2001) The evidence suggests that, when head offices did not provide appropriate training or support during and after expatriate assignments, it led to the failure of these assignments (Kraimer, Sandy & Ata 2001). For example if there was no appropriate pre-departure training given to expatriates, a few studies have suggested that this led to expatriate failure.

Based on the discussion above, all three players should be well managed before expatriate assignments are executed. Based on the previous empirical research findings, it is crucial for organisations to develop a strategic management system of these three players. Proper management that deals with the complexities of culture, the different adjustment levels of the expatriate and their family members, and HR managerial issues may increase expatriate success. As a rule of thumb, if the performance of managers is being appraised, the assignments need to be investigated since the complexity of the assignments may directly affect an expatriate's performance. This may be the reason why the most recent studies found that the demographics (Gabel, Shimon & Jean 2005) and characteristics of the assignments (Ali, Van der Zee & Sanders 2003) influence expatriate performance. As such, the assignments should be investigated in order to determine expatriate performance.

Table 3: Expatriate Performance Determinants According to the Most Cited Studies

Year	Most Cited	Expatriate	Family	Organisation
1980s	(Tung, 1987)	Adaptability level, technical competency, maturity level, language capability, experience, motivational level	Family situation	Training, performance, support, preparation, and planning system
	(Black 1988; Black & Stephens 1989)	Effectiveness of roles played	Spousal influence	
	(Mendenhall, Dunbar & Oddou 1987)	Self-oriented, perception dimension		Superiors, subordinates' influence
1990s	(Gertsen 1990)	Intercultural competency		
	(Black & Gregersen 1991)		Spousal adjustment	
	(Arthur & Bennett 1995)	Inter-cultural adjustment		
	(Harrison, Chadwick & Scales 1996)	Cross-cultural adjustment	Family situation	
	(Caligiuri, Hyland, Joshi, Bross 1998)	Adjustment capability	Adjustment capability	
	(Shaffer, Harrison & Gilley 1999)	Adjustment level and work related factor		
2000s	(Caligiuri 2000)	Personality characteristics		Cross-cultural training
	(Kraimer & A 2001)	Perceived support of organisation		Organisation support
	(Takeuchi, Yun & Tesluk 2002)	Cultural adjustment	Spousal adjustment	
	(Hechanova, Beehr & Christiansen 2003)	Adjustment capability	Family support	Interaction with host nationalities
	(Shaffer, Harrison, Gregersen, Black, Ferzandi 2006)	Personality and behavioural competency		

Designing a system that can predicts expatriate performance is a difficult task as there are many criteria involved, especially when the situations include across border environments. Suggestions for improvement are well documented in the literature and they have been reported both before and after international assignments are completed. Among the most significant suggestions are a long-term orientation regarding overall planning and performance assessment, training programs that are more rigorous, the provision of a comprehensive expatriate support system, the overall qualification of candidates for overseas assignments, and restricted job mobility. For European organisations, three additional factors may account for their greater success with expatriation: 1) their international orientation, 2) their longer history of overseas operations, and 3) their high language capability (Tung, 1987).

Mixed suggestions from different studies are found and many different angles are suggested for improvement. In the early 2000s, technical knowledge, personal adjustment to foreign culture, and personality characteristics were the areas suggested for improvement (Caligiuri 2000; Oddou & Mendenhall 2000). A few years after this, the area of suggestion expanded to include expatriate families in terms of planning and adjustment (Ali, Van der Zee & Sanders 2003; Shaffer, Harrison, Gilley, Luk 2001) and spousal support were listed to be the most important criteria in selecting expatriates (Franke & Nicholson 2002). In most recent studies, the emphasis is again on the expatriate's selection process to enhance expatriate success (Avril & Magnini 2007; Holopainen 2005). Again, this shows that improvement in three important areas may increase expatriate success: 1) expatriates, 2) their family, and 3) their organisations (in terms of managing the expatriates and their families).

The literature indicates that the high failure cost of traditional expatriate assignments have led some organisations to avoid using the assignments (KPMG 2101) . Additionally, one of the expatriate failure effects is the difficulty in convincing expatriate successors to accept long-term assignments (Graf & Harland 2005; Arthur & Bennett 1995). As such, some studies have suggested that the use of non-traditional expatriate assignments use is increasing due to these difficulties. However, organisations should view expatriate performance from many different aspects before determining expatriate performance. Different environments and assignments, especially, play major roles in the success or failure of expatriate assignments. In summary, the researcher suggests that, in addition to examining the factors of expatriate failure listed above, organisations should look at the assignments before determining whether an expatriate has failed or not. This study provides non-traditional expatriate assignments characteristics, which can be used as the determinants of expatriate

performance. It is also useful to shed some light on the use of the assignments and to reveal if there are consistencies between traditional and non-traditional expatriate assignments.

2.9 The Determinant Factors of Expatriate Roles

The evidence shows that expatriate roles are played out differently in different situations (Chang, Mellahi & Wilkinson 2009; Chang & Taylor 1999). The determinants of expatriate roles in subsidiaries include organisational cultural background (Buckley & Casson 1998), entry mode strategies, managerial levels (Pavett & Lau 1983), the nature of assignments (Katz 1986), and subsidiary locations (Harzing 2001b). These factors are discussed further below.

2.9.1 Organisational Culture

Organisational culture has been identified as involving ethnocentrism, polycentrism, regiocentrism, and geocentrism (Perlmutter 1969). The organisational culture affects expatriate roles, which may bring about different views of the importance of the roles being played at different locations (e.g. Moore 2006; Delios & Bjorkman 2000). For example, Japanese multinational corporations (MNC) have subsidiaries in Korea, Taiwan, US and Singapore; their expatriates undertake controlling roles (Paik & Sohn, 2004), whereas in China the MNCs' expatriate roles are as knowledge transferrer and being more social and contextually-oriented (Hong, Smith & Snell 2006). In contrast, European expatriates tend to control their subsidiaries in London (Moore 2006) and play a role as knowledge transferrer in the Philippines, Spain and Portugal subsidiaries (Minabaeva & Michailova 2004). American expatriates in the Republic of Ireland undertake strong centralised controlling roles (Collings, Morley & Gunningale 2008); in China the expatriates carry out roles as knowledge transferrer and provide managerial skills (Kim 2005). As such, when investigating expatriates' roles, it is necessary to determine the cultural background of organisations to understand the roles being played in different locations.

There is little empirical evidence that shows expatriates' roles in different locations, however, a study by Dowling and Welch (1988) suggests that there are five options for international staffing: 1) ethnocentric, 2) polycentric, 3) geocentric, 4) mixed, and 5) ad-hoc/patchwork (not discussed). In the ethnocentric approach, all of the key positions in a multinational company are filled by parent country nationals (PCNs) (Dowling & Welch 1988). Dowling and Welch (1988) state that this practice is common in the early stage of internationalisation where companies are setting up a new business or process of product in another country and that prior experience is considered essential.

The second approach, the polycentric approach, is one where host country nationals are recruited to manage the subsidiaries in their own country and where parent country nationals occupy positions in corporate headquarters (Dowling & Welch 1988). The employment of local nationals allows a multinational company to take a lower profile in sensitive political situations (Dowling & Welch 1988).

Third, the geocentric approach is where the best people are sought for key jobs throughout organisations regardless of their nationality (Dowling & Welch 1988).

A fourth approach to international staffing is to adopt a mixed policy with regard to executive nationality (Dowling & Welch 1988). This method is known as regiocentric and it enables multinational firms to develop an international executive cadre and reduces the tendency of national identification of managers with units of the organisations (p.40-43).

The approach appears to have an influence on the roles of expatriates since different types of authority are involved when decision-making is being carried out (Dowling & Welch 1988). To clarify, if an organisation chooses to follow an ethnocentric approach, it is likely that the decision making is implemented at the headquarters (Dowling & Welch 1988). A polycentric organisation's decision-making approach shows a relatively low authority at headquarters while a regiocentric organisation's decision-making approach shows a high authority at the regional headquarters and/or a high collaboration among subsidiaries (Dowling & Welch 1988). Finally, the geocentric approach shows collaboration between headquarters and subsidiaries around the world (Dowling & Welch 1988). Based on the theory, it can be concluded that, if the high decision-making authority is at headquarters, expatriates most probably undertake controlling or position filling roles while, if the decision-making authority is high at subsidiaries, the roles of expatriates most probably are to socialise or for career development purposes.

International staffing approaches are related to market-entry strategy (Delios & Bjorkman 2000), which determine the roles of expatriates. Delios & Bjorkman (2000) suggest in China, control role is more prominent in joint venture strategy; and knowledge transfer role in technology and market-intensive strategies. Based on this evidence, strategies or market entry modes undertook by international organisations are important to review.

2.10 Foreign Market Entry Modes or strategies

Although an organisation has five international staffing approaches to choose from, the decision depends on the organisational choice of the entry modes/strategies to a foreign

market (Chang & Taylor 1999; Robock & Simmonds 1983). Robock and Simmonds (1983) suggest that, if regional or area expertise is important, then the need for parent country nationals (PCNs) will be low relative to the need for experienced host country nationals (HCNs) and third country nationals (TCNs). When product expertise is important and/or industrial markets are being served, PCNs are used more frequently because of the need of quick access to the parent country sources of supply and technical information (Robock & Simmonds 1983). These examples describe the roles of expatriates who are usually parent country national (PCNs).

Four most common foreign market entry mode are used: 1) exporting, 2) licensing, 3) joint venture, and 4) foreign direct investment (FDI) (Kinicki & Williams 2003). The FDI mode has two different types of entry: 1) Greenfield and 2) acquisition (Buckley & Casson 1998). The mode of entry determines the roles of the expatriates sent overseas (Chang & Taylor 1999).

Although many studies have examined the company entry mode decision to enter a foreign market, less theoretical discussion and empirical evidence exists regarding the expatriation roles that apply to the different modes of entry. Much of the discussion of expatriate roles in the literature concerns the role of controlling (Hong, Easterby-Smith & Snell 2006; Moore 2006) in different countries in one particular industry. Previous research shows that an acquisition entry mode requires a lower control and a lower level expatriate presence while the Greenfield mode entry requires a stronger control from headquarters (Harzing, 2001a; Taylor, Beechler & Napier 1996). A study conducted by Downes and Thomas (2000) found that newly established subsidiaries have proportionately larger expatriate populations than those which have been in business for a longer period. From the findings, the roles of expatriates appear to be important when an organisation has just started their operation overseas. Since the Greenfield entry mode is usually implemented from scratch, the need for expatriate presence is high. On the other hand, an acquisition entry mode indicates that a mature strategy has been long established and, thus, the subsidiary does not require a high expatriate presence (Harzing, 2001b).

Harzing's (2001a) study discusses the roles of expatriates by using an animal analogy. A 'bear' indicates that the role played by expatriates is a direct controller of the subsidiaries' operations and this is the most important role in most of a country's situations (Harzing, 2001a). The roles are more important in merger and acquisitions since personal contacts are achieved through expatriations (Harzing, 2001a). The roles of 'bumble-bee' and 'spider' indicate that the informal controller roles played by expatriates are more important in subsidiaries that operate quite independently from headquarters (Harzing, 2001a). These

roles are also important in a subsidiary that shows a high level of local responsiveness (Harzing, 2001a). Therefore, since different entry foreign market modes determine the roles of expatriates overseas, they are important criteria to consider. Apart from the organisational culture and strategies, managerial level seems an important factor to investigate in order to investigate expatriates' roles.

2.11 Managerial Levels

Expatriate roles are also highly dependent on the managerial levels held by a manager (Tseng & Liao 2009). This research study examines the different levels of expatriates and their main assignments undertaken overseas and, thus, represents the different roles being played by them in different overseas locations.

In addition to the two important factors that determine expatriate roles, another factor that governs expatriate roles is managerial levels. Managerial levels shape the roles of expatriates in organisations (Tseng & Liao 2009). There are three levels of management in organisations: 1) senior, 2) middle, and 3) lower (Katz 1986). Each of these levels represents the roles of the managers as being conceptual, human, or technical. According to Katz (1986), a senior manager usually ranks at a senior level and uses more conceptual skills. The term 'conceptual' is defined as the ability to think analytically (Katz 1986). Therefore, senior level managers should have the ability to visualise their company as a whole and understand how all the parts work together (Katz 1986). Middle managers require more human and technical skills (Katz 1986).

According to Pavett and Lau (1983), managerial skills are important for an organisation as a whole. However, due to the variety and the complex assignments of various managers, the skills possessed by managers differ according to their assignments, which are determined by their managerial levels (Pavett & Lau 1983). In identifying the main roles of non-traditional expatriates, the influence of these levels of management cannot be neglected.

2.12 Industries

Based on the discussion above, it appears that organisations send expatriate managers to foreign countries to serve different roles for different strategic plans. Therefore, universal roles for expatriation may not be possible if one does not look into firms' strategic plans and industries. Industries may shape the expatriate assignments undertaken by managers. However, previous research shows that industry does not appear to have been considered a major concern of researchers since they are more likely to investigate the

general reasons of international assignments. As such, they did not focus on the different industries involved but, instead, discussed the influence of the type of industry in their findings only (Morley & Gunnigle 2008; Hong, Easterby-Smith & Snell 2006; Paik & Sohn, 2004; Minbaeva & Michailova, 2004; Bonache & Brewster, 2001; Goold & Campbell 1987). However, a few researchers did conduct research based on a single industry (Tahvanainen, Welch & Worm, 2005; Moore 2006; Shay & Baack 2002; Ondrack 1985).

The single-case research studies of expatriate assignment reasons conducted by previous researchers are on single industries such as telecommunication, hotel, legal, and banking (Moore 2006; Rogovsky 1998; Shay & Baack 2002). Consequently, knowledge and control turned out to be the major reasons for the use of expatriates (Hocking, Brown, & Harzing 2004; Shay & Baack 2004). For example, in Shay and Baack's (2004) study, they found that control and personal development were the reasons for using expatriate assignments in the hotel industry. Moore's (2006) study argued that social control is a prominent reason and suggested that expatriate managers use their position strategically according to their own interest. In the legal sector, knowledge transfer appears to be the main reason for the use of expatriates (Rogovsky 1998). The knowledge that is being transferred comprises of academic knowledge (such as the broad general knowledge created in law schools), issue-specific knowledge (specific areas of law such as employment, corporate government or international law), and client-specific knowledge (Rogovsky 1998).

This study investigates the relationships between the non-traditional expatriates' backgrounds of age, gender, and managerial levels and the main underlying reasons for using non-traditional expatriate assignments with the industries involved in this study. Although it might not be realistic to come up with general rules that fit into different types of industries, this research attempts to recognise the main reasons for using non-traditional expatriate assignments so that, hopefully, they can be used as the preliminary approach for a future study.

2.13 Organisational Strategic Goals

The bulk of the organisational staffing literature focuses on expatriation management along with recommendations concerning how to improve expatriate assignment management approach (Wright, Geroy & Baker 1996; Chris 1990). These studies emphasised the reasons for using the assignments, which indicate that an organisation's strategic goals are important to investigate in order to study the use of the assignments. Therefore, clearly defined purposes of organisations that pursue expatriate assignments will explain the roles of expatriates.

Researchers have tried to identify the best management approach to facilitate expatriate managers in their assignments; one of the approaches is by either in the pre-departure stage (Franke & Nicholson, 2002) or until the completion of the assignments. Researchers agree that taking a more explicit management approach that clearly identifies the reasons for undertaking expatriate assignments in relation to corporate business strategies would implement human resource management more effectively. For example, Yavas and Bodur (1999) state that an expatriate may be able to adjust to new environments if the main organisational characteristics which relate to work adjustment is emphasised in the pursuit of long-term goals and organisation strategies (p.271). Further, Harvey (1996) states that in order to select expatriates, organisations must examine their corporate goals and match the suitable or best candidate to undertake assignments (p.102). McKenna and Richardson (2007) propose that effective decisions for expatriate assignments begin by understanding organisational global, regional, and national strategies (p. 317). The evidence suggests that strategic goals should be embedded into an expatriate training program, which may contribute to a better understanding of what is expected from them. Recognising the importance of these goals would possibly define the roles played and, thus, may become the determinants of expatriate performance (McKenna & Richardson, 2007; Harvey 1996)

2.14 Roles of the Traditional Expatriate

Surprisingly, only a few studies have explored the reasons why expatriates are sent abroad. However, this area is the foundation for other human resource related areas such as expatriate compensation, recruitment and training, selection, and performance appraisal. The only study that theoretically explains why the transfer of managers occurs is the study by Edstrom and Galbraith (1977) regarding the roles of expatriate managers. Since the study is the most comprehensive and cited, Edstrom and Galbraith's theory is used in this study as the departure points to investigate the roles of traditional expatriate managers.

Edstrom and Galbraith (1977) suggest three primary roles of traditional managers: position filling, management development, and organisational development. These roles, as presented by these researchers and extended by other researchers, are discussed in this section. It appears that managerial levels determine the international assignments being undertaken overseas by expatriates.

2.15 Position Filling

Position filling is when expatriates fill positions at subsidiaries where there are no locals available or eligible to undertake assignments (Edstrom & Galbraith (1977). This role

exists if local companies need expatriates and if a mutual agreement is obtained before a transfer is carried out (Edstrom & Galbraith, 1977). Harzing (2001a) extended the position filling role by adding in a technical transfer item. Thus, the role has two items. A manager is sent to a subsidiary to fill a position when, first, there is no local available and, second, to transfer technical knowledge.

Another important study that has added to the roles suggested by Edstrom and Galbraith (1977) is one conducted by Hocking, Brown and Harzing,(2004). These three researchers elaborate on the knowledge being transferred by expatriates. They identify the knowledge being transferred that focuses on the roles of traditional expatriates as knowledge senders instead of recipients (Hocking, Brown & Harzing, 2004). Hocking, Brown and Harzing,(2004) find that the knowledge being transferred is not merely technical knowledge but includes know-how knowledge such as managerial, professional, technology innovation, professional know-how, and training, and transferring corporate image, promotion, or external relations. The knowledge being transferred is advanced knowledge and highly competent managers are required to transfer it to subsidiaries effectively (Hocking, Brown & Harzing, 2004).

Harzing (2001a) discovers a substantial number of German studies that show considerable consensus with the findings of Edstrom and Galbraith (1977) regarding expatriate roles. The evidence suggests that, although the role of expatriates as knowledge transferrer is important, it is rarely mentioned in many studies. The main roles commonly highlighted are the three primary roles by Edstrom and Galbraith (Boyacigiller 1990) but, when a single role is being discussed or a single assignment is the main aim, the knowledge transferring role is included.

2.16 Developing Expatriates' International Experience Management Development

The second role of a traditional expatriate is to enhance an expatriate's international experience (Edstrom & Galbraith, 1977). This role depicts two main agendas. First, expatriates are sent to gain international experience, which will be used in their organisation (Edstrom & Galbraith, 1977). Second, expatriates are expected to use the experience gained for future development in headquarters and subsidiaries (Harzing, 2001b).

This role is also for personal knowledge acquisition (Hocking, Brown & Harzing, 2004) rather than for teaching others. It requires a long-term exposure to a foreign environment and this cannot be gained from short business visits. Therefore, the knowledge gained by

traditional expatriates is to be used for expatriate career development and organisational development.

2.17 Developing an Organisation or Coordinating and Controlling

The third role of the expatriate suggested by Edstrom and Galbraith (1977) is to organise company organisational development as a means of modifying and sustaining its structure and decision processes. The role is undertaken by using three different mechanisms: 1) direct control, 2) indirect control and 3) control by socialisation (Edstrom & Galbraith, 1977). Edstrom and Galbraith (1977) maintain that this role evolved from the researchers' discussion after they analysed the difference in transfer policies between the companies selected in their study and their competitors. Despite knowing how the researchers came up with the third role, many other authors cite the third roles (Delios & Bjorkman 2000; Peterson, Napier & Won 2000; Torbiorn 1997). Harzing (2001a), however, adds a new term to the third role by referring to it as 'control and coordination' instead of organisational development. She believes that the role's aim is to control the direction of subsidiaries (Harzing, 2001a) as explained in section 2.8.

Harzing (2001a) also states that the direct control mechanism causes delays in the decision making process and reduces the flexibility and local responsiveness of the subsidiaries. Indirect control allows for local discretion and maintains overall control and coordination (Harzing, 2001a). The third control mechanism is control by socialisation. It enables managers to create international and verbal information networks and permits greater centralisation (Harzing, 2001a). In reviewing the control mechanisms used to steer the operations of subsidiaries, a few mechanisms are applied by organisations. These are policies and procedures, corporate culture and values (Hocking, Brown & Harzing, 2004), output and input pricing, input volume, and financing (Paik & Sohn, 2004). Of the three primary roles of expatriates, Sparrow, Brewster and Harris (2004) found that the management development role turned out to be the most important role followed by the controlling and position filling role.

2.18 The Transferring Knowledge Role: What Needs to be Done?

Following the findings of expatriate roles as knowledge transferrers (Bonache & Zarraga-Oberty, 2008; Brewster & Suutari, 2007; Riusala & Suutari, 2004; Harzing, 2001b-a) particularly of technical knowledge, it is necessary to investigate this role and to clarify the

knowledge types and the directions that the knowledge is being transferred. It is important to investigate clarification of the knowledge characteristics being transferred by the expatriates; it shows how much an expatriate has learned overseas. Therefore, a measure of performance and compensation could possibly be identified by evaluating how much an expatriate has learned. In addition, the expatriate's knowledge characteristic shows how hard he or she worked at the subsidiaries. Finally, knowing the knowledge characteristics also shows the extent to which he or she is willing to learn and depicts the expatriate's ability to learn new knowledge during an assignment.

Although the knowledge being transferred is varied, including management, marketing, technology, company policy and know-how, and corporate image (Bonache & Zarraga-Oberty, 2008; Riusala & Suutari, 2004a; Hocking, Brown & Harzing, 2004; Mayerhofer, Hartmann & Herbert, 2004; Minbaeva & Michailova, 2004), a study by Harzing (2001b) shows that only technical knowledge is being transferred. This is clearly not comprehensive. Thus, there is an urgent need to study the types of knowledge being transferred.

Next, a different perspective of knowledge presented by Hocking, Brown and Harzing (2004) shows that knowledge is a generic intent of all strategic expatriate assignments and that only the type of knowledge involved and its means of transfer vary from one assignment purpose to another. Therefore, again, the clarification of the type of knowledge transferred is significant to depict not just the roles but also the assignments. Clarification is also needed to avoid an overlapping of roles and assignments. Therefore, since the importance of the knowledge being transferred and position filling is comparatively the same, these roles of expatriate should be separated and measured individually.

The directions of the knowledge being transferred are varied (Mudambi & Navarra, 2004). Most of previous studies merely studied the direction between headquarters and subsidiaries and this is obviously not practical (e.g. Harzing, 2001; Tahvanainen, Welch & Worm, 2005). Previous research shows that the directions involve several direction targets such as from headquarters to subsidiaries, from subsidiaries to headquarters, and from headquarters to environments (Mudambi & Navarra, 2004). Knowing the direction depicts the expatriate role as a knowledge transferor and a bridge between organisations (Hebert, Very & Beamish, 2005). Since the direction has been neglected in the field of expatriation, this study examines the directions of the knowledge being transferred by expatriates.

2.19 The Tahvanainen, Welch and Worm (2005) Study

To date, the study by Tahvanainen, Welch and Worm (2005) is the most cited study when explaining non-traditional expatriate assignments. This study is a comprehensive study that provides the advantages and disadvantage of using the assignments. The study used two phases of data collections: 1) quasi-group and 2) interview sessions (Tahvanainen, Welch & Worm, 2005). The data was gathered from 11 large Finnish organisations (Tahvanainen, Welch & Worm, 2005). The aims of the study were to explore aspects relating to non-traditional expatriate assignments, particularly the similarities and differences between traditional and non-traditional assignments and the implications of the assignments to human resource management (Tahvanainen, Welch & Worm, 2005). The study proposed three primary reasons for the use of non-traditional assignments:

- Skills transfer and problem-solving such as when assignees are sent abroad to implement a project or for troubleshooting
- Managerial control such as when an assignee is sent abroad to manage a specific operation
- Management development such as when junior managers are sent abroad to gain international experience. (Tahvanainen, Welch & Worm, 2005, p. 665)

According to the researchers, the purpose alone does not necessarily determine the type of the assignment (Tahvanainen, Welch & Worm, 2005). They emphasise that non-traditional assignees are used for managerial development and that other reasons exist for personnel to gain international experience (Tahvanainen, Welch & Worm, 2005). The researchers suggest that interactions between the purpose, nature, duration, and location of international assignments affect the type of international assignments utilised in a given circumstances (Tahvanainen, Welch & Worm, 2005).

Table 4: A Comparison of the Three Studies and their Key Constructs

Model/Study	How the theory explains the use of the traditional and non-traditional assignments	Key constructs derived from the theory
Edstrom and Galbraith (1977)	Filling positions when there is no local employee available Management development - provides assignee with international experience for career purposes Organisation development - a means of modifying and sustaining an organisation's structure and decision processes	Position filling Management development Organisational development
Harzing (2001a)	A manager is sent to a subsidiary to fill a position when there is no local available and to transfer technical knowledge. Management development - for managers' career development Coordination and control – control by socialisation which means direct or indirect control and socialisation	Position filling and knowledge transfer Managerial development Coordination and control
Tahvanainen, Welch and Worm (2005)	Skills transfer and problem solving such as assignees sent abroad to implement a project or for troubleshooting Managerial control such as when an assignee is sent abroad to manage a specific operation Management development such as when junior managers are sent abroad to gain international experience.	Skill transfer and problem solving Managerial control Management development

2.20 Why do Organisations use Expatriates?

In today's global economy, organisations are increasingly competing in establishing international networks and relying on expatriate managers to manage their international operations (Roberts, Kossek & Ozeki, 1998). The statement below was made by Dave Whitman, the Chief Executive Officer (CEO) of Whirlpool Corporation, and it shows that, as the international business management becomes more complex, international staffing issues become more difficult to manage.

The thing that wakes me up in the middle of the night is not what might happen to the economy or what our competitors might do next. What does wake me up is worrying about whether or not we have the leadership capability and the talent to implement the new and more complex global strategies. (Pucik & Saba, 1998)

As stated previously, the reasons for using expatriates within organisations is considered an under-researched area. The choice regarding the use of a type of expatriate, however, must be evaluated carefully to ensure that organisations will benefit through the assignments and that the assignments are ultimately successful. Consequently, integration between the assignments and the assignees needs to be identified to avoid failure.

Edstrom and Galbraith's (1977) study regarding the reasons for using expatriates remains the most useful and the most cited study although it has been in the literature for 34 years. The reasons they suggest are for position filling, management development, and organisation development (Edstrom & Galbraith, 1977). Their findings regarding the use of expatriates seem to be universal reasons since other studies have indicated similar results (Scullion & Collings, 2006a; Dickmann & Harris, 2005; Harris, 2002). This explains why the theory remains applicable today. Nevertheless, the importance of the reasons has recently changed. It appears that management development is the most important reason to transfer expatriates overseas followed by position filling and organisational development (Sparrow, Brewster & Harris, 2004). Meanwhile, knowledge transfer has been found recently to be another important role for the use of expatriates (Hong, Easterby-Smith & Snell, 2006; Hocking, Brown & Harzing, 2004; Riusala & Suutari, 2004). Therefore, the reasons for using expatriates are for position filling, management development, organisational development, and knowledge transfer.

To determine the universal reasons for expatriate transfer is not complete if this role is not viewed together with the main determinants or situational factors. An article by Bonache, Brewster, Suutari & De Saá (2010) that discusses expatriation criticism states that the use of expatriate determinants is: 1) international expansion level, 2) cultural institutional distance, capabilities required, and 3) the units' interdependence. These determinants may change the roles undertaken by expatriates and, thus, it is important to identify those determinants before investigating the reasons for transfer. It is understandable why universal reasons are difficult to achieve (Bonache, Brewster, Suutari & De Saá, 2010) as many different considerable issues are involved such as differences in cultures, legislation, human resource management practices, and policies at headquarters and at different subsidiaries. In summary, research regarding how organisations attempt to achieve consistency among different management systems, different countries, and subsidiaries is needed. This study attempts to take a step toward meeting this need by identifying the consistencies between the reasons for the use of non-traditional and traditional expatriates.

2.21 The Non-Traditional Expatriate Assignments

Given that there is no universal term or definition for non-traditional expatriate assignments and the terms used in the previous studies to explain the non-traditional assignments are varied as explained in the definition section in chapter 1, a review of all the assignments is necessary.

In the literature it was found that the main purposes of non-traditional assignments are for skills transfer, the assignees are sent to implement a project, troubleshoot, conduct irregular specialised tasks such as annual budgeting meetings or production scheduling, develop important networks, or maintain a personal touch in short time. The second most cited reason for using non-traditional assignments was for managerial control such as when an assignee is managing a specific operation. The third cited reason was for management development when junior managers are sent abroad to gain international experience (Tahvanainen, Welch & Worm, 2005).

Tahvanainen, Welch and Worm's (2005) study was found to be the most recent study and it provided considerable information regarding non-traditional assignments. Therefore, their findings regarding the use of non-traditional expatriate assignments were used to start this research.

2.22 **The Changing Trend of International Assignments**

Based on research conducted between the 1980s until 1990s, the focus of international human resource management has been on long-term assignments. Therefore, it can be said that the most utilised international assignments in the past were long-term assignments. Currently, however, a review of the literature shows that there is a new trend in the implementation of international assignments: increasingly use of non-traditional expatriate assignments (Mayerhofer, Hartmann & Herbert, 2004; Harris, 2002; Bonache & Brewster, 2001; Feldman & Mark, 2000). Research shows that the use of long-term assignments are decreasing and some reports say no changes have been found (Harris, 2002; Petrovic, Harris & Brewster, 2000; KPMG, 2010). Although the findings are varied, it appears that organisations today prefer more flexible forms of assignments that are more functional and productive (Farndale, Scullion & Sparrow, 2010).

A continual quest for growth has led to increased internationalisation but the risk is a threat to the goal. In order to reduce the risk, international organisations are using joint venture (Buckley & Casson, 1998). The trend seems has led to a continual effort to lessen the risks, due to this force, organisations have to continue their international quest and thus has possibly created a different type of international assignment: a flexible and less problematic expatriate assignment emerged, it is called differently by previous authors such as non standard assignment, short-term assignment and terms that depict the assignments' functions. The assignments provide advantages in terms of low cost and less family problems (Collings, Scullion & Morley, 2007; Scullion & Collings, 2006a; Harris, 2002). As such, due to the advantages and the quest, more organisations are using it to execute their international business.

Selecting and recruiting the right expatriates is crucial, the failure of expatriate has been discussed widely in the literature (Harris, 2002; Harvey, 1996; Zeira & Banai, 1984) and has caused organisations to pay high for the failure. Although the selection and compensation of expatriate managers discussed widely by academic and practitioners in the past, the expatriate 'failure' rate remains high (Paik & Sohn, 2004; Wentland 2003; Zineldin & Bredenlöv 2003). The continuing high rate has prompted a discussion whether employing them is a worthwhile strategy or not (McNulty & Tharenou, 2004). Facing with this situation, organisations have to find another ways to go international.

In the past, the literature has claimed that organisations were increasingly monitoring the high costs associated with expatriate assignments (e.g Paik & Sohn, 2004; McNulty & Tharenou, 2004).)Empirical research has shown that cost and time seem to be the

main reasons why many organisations have reduced their long-term assignments (Scullion & Collings, 2006b), and they started to explore alternatives to undertake international assignments which have gradually led them to the new alternative. This trend seems parallel with a prediction carried out in 2000s on internationalisation trends in the future. The trends predicted are; first the business relationship modes between organisations have changed and they include more joint venture, licensing, and contracting. Second, improvements have been developed in communication and air transport systems. Third, concerns regarding the balance between work and personal life are growing. Finally, a globally competent workforce is accessible (Harvey, Kiessling & Novicevic, 2003). The trend seems would increase the demand for non-traditional expatriates as a survey found that 80% of 1000 organisations employed non-traditional assignees and 96% employed traditional assignees (KMPG, 2010).

2.23 The Advantages and Disadvantages of Using Non-Traditional Assignments

Since many organisations have increasingly used non-traditional assignments (AccountingWEB, 2008; Welch, Worm & Fenwick, 2003), the question ‘What are the reasons to use non-traditional managers?’ arises. Do they fulfil the same reasons as traditional expatriate assignments? If not, what are the differences? Concerning the new trend of expatriations, is there a possibility that traditional assignments can be replaced by non-traditional assignments? This section highlights the advantages and disadvantages of the new assignments and discusses the differences and similarities between the two types of assignments.

The key advantages of the non-traditional assignment have been reported as flexible, simple, and cost effective (Collings, Scullion & Morley, 2007; Tahvanainen, Welch & Worm, 2005). The non-traditional assignment is attractive to managers who face a dual-career problem or who opt to travel unaccompanied by family (Starr & Currie, 2009). The assignment is also flexible due to informal selection procedures and the little bureaucracy involved (Tahvanainen, Welch & Worm, 2005). The completion of assignments in a short duration and the little bureaucracy needed leads to a cost effective advantage. The short length contributes to cost containment in terms of the cost of managers’ accommodations, insurance, and employees’ benefits and allowance (Pelt & Wolniansky, 1990).

Some disadvantages of non-traditional expatriate assignments include dual taxation; side effects including a high rate of marital divorces, alcoholism, and the expatriate’s poor relationships with colleagues and customers; and work permit issues (Tahvanainen, Welch & Worm, 2005).

Concerning the increased use of non-traditional expatriate assignments by organisations, it is important to identify the reasons of the assignments before reviewing its implications on human resource management. Since only a few aspects have been explored in the area of the emergence of non-traditional expatriate assignments (Fenwick, 2004), a limited discussion of the assignments (Harris, 2002) and a collection of literature reviews that discusses the challenges and the benefits clearly is not sufficient (Collings, Scullion & Morley, 2007). An empirical study is needed to explore this new type of international assignment. To begin, identifying and defining the definitions of the assignments is necessary.

Defining non-traditional expatriate assignments is not easy because the process deals with identifying the nature of international assignments in a way that can be measured. It also requires an in-depth analysis of the different types of non-traditional expatriate assignments so that every aspect of the assignments is analysed and conclusions are made accordingly. However, for the purpose of finding a departure point to begin this study, a review of the previous research is necessary. It was found that the assignment has three different aims: for skill transfer, management control, and management development. (Tahvanainen, Welch & Worm, 2005). As described in Section 2.21 there are different types of short-term assignments, which add complexity to defining the assignments. These facts have been explained previously, a new area that is important is the use of non-traditional expatriate assignments and has been said as a new international assignment alternative.

2.24 Is the Non-Traditional Expatriate Assignment a New Alternative?

A few types of expatriates are employed in international organisations as skilful managers to undertake international business operations overseas. The most common type of expatriate manager is a long-term or traditional expatriate. This expatriate is defined as a leadership position that fulfils international assignments across countries and cultures. The use of the 'expatriate manager' term and the 'international manager' term are equivalent (Pucik & Saba, 1998) or the manager is simply defined as a manager living or working in a foreign country. Short-term managers or non-traditional expatriate managers are managers who undertake international assignments in less than a year (Harris, 2002).

Borg (1988) identifies four groups of expatriate: 1) naturalised, 2) local, 3) unsettled, and 4) cosmopolitan. First, naturalised managers are those who remain abroad and who are never transferred to another assignment (Borg, 1988). This manager undertakes a long-term assignment (Borg, 1988) and the definition seems to fit the traditional expatriate's definition. Second, a local manager is a manager who has taken up only one assignment abroad after

which he or she returned to the home country and stayed there (Borg, 1988). Third, an unsettled manager is a manager who is more mobile and has taken up two or more assignments abroad but is living in the home country (Borg, 1988). Unsettled managers have the highest frequency of international assignments (Borg, 1988). They usually plan to have a future domestic career and stay the shortest time of all the groups on their first assignment (Borg, 1988). Fourth, the cosmopolitan manager is also a highly mobile manager. Cosmopolitan managers spend relatively short times on their first assignments and usually occupy a rank lower than a managing director on their first assignment abroad.

The groups of unsettled and cosmopolitan managers are likely to fall under the non-traditional expatriate definitions. Since Borg's study was undertaken in 1988, non-traditional expatriate assignments have been recognised for more than 23 years. This prompts the question 'Why are the assignments being discussed only recently (McKenna & Richardson, 2007; Scullion & Collings, 2006b; Petrovic, Harris & Brewster, 2000) and referred to as 'new' alternatives?' Two possible explanations exist. First, many previous studies in the 1980s focused on the controversial issues of traditional assignments such as expatriate failure and the reasons for the failure (Tung, 1987) such as selection, compensation, female expatriate issues (Jellnek & Adler, 1988; Mendenhall & Oddou, 1988; Adler, 1985; Harvey, 1985; Toyne & Kuhne, 1983), and repatriation (Harvey, 1989; Kendall, 1981). Second, in the 1990s, most of the studies concentrated on finding and suggesting strategies for the expatriation problems identified earlier (Torbiorn, 1997; Harvey, 1996; Wright, Geroy & Baker, 1996; McCabe, 1993). As a result, many of the studies in the past two decades have been on traditional expatriation fields and have neglected non-traditional expatriation issues. The second assumption is possibly due to the fact that, in the past 20 years ago, the information communication technology (ICTs) was not as advanced as today. The rapid development of ICTs tools has enabled communication across borders to be carried out effectively and efficiently. Low cost flights have made non-traditional expatriate assignments more popular and advanced ICTs tools supported by these low cost fares have produced a situation that is ideal for the implementation of non-traditional expatriate assignments.

2.25 The Role of Information Communication Technology (ICTs)

The growing body of research indicates that advanced information communication technology (ICTs) has been deployed widely in international human resource management. With the use of advanced technology communication tools, an organisation may save money and time in managing and implementing overseas assignments. Previous studies have found that there is a positive relationship between technology and the performance of

organisations (Thomas, Barton & John, 2008; Radhakrishnan, Zu & Grover, 2008; Bharadwaj, Bharadwaj & Konsynski, 1999; Mukhopadhyay, Rajiv & Srinivasan, 1997). The modern development of ICTs affects the ways that communication is carried out, especially when expatriates have to communicate with managers overseas.

Not surprisingly, many organisations are now investing in technology. Companies in Australia have increased their use of ICTs: a 2% increase in the proportion of businesses using a computer, a 3% increase in accessing the internet, and a 2% increase in having a web presence (Australian Bureau of Statistics, Dec 2007). Nevertheless, investing heavily in ICTs does not mean that it will bring about a higher return (Baloh & Tykman, 2003; Bharadwaj, 2000) since good communication is necessary to make a difference in business.

The growing use of ICTs tools in the healthcare industry is worthy of consideration since the industry now uses ICTs tools in doctor-patient consultations (Onor & Misan, 2005) and for improving social medicine education (Konstantinidis, Bamidis, Marolov & Pappas, 2007). In addition, it uses video links for interviewing and assessing elderly patients and for improving cross-border patient transfer (Konstantinidis, Bamidis, Marolov & Pappas, 2007). Therefore, the industry associated with life threatening illnesses depends on ICTs tools to achieve their vital objectives. This indicates that ICTs is comprised of reliable equipment and is a trusted means to transfer knowledge overseas.

Although ICTs is the facilitator for communication and its use has had a profound impact worldwide on business and industry, it is assumed that a manager's presence remains needed in most business-dealing processes since it is important to build trust. In a high context culture, before any business deals are made or before they are even started, a good rapport and close relationships are necessary (Haake, Haake, Schummer & Haake, 2003). Video conferencing facilitates face-to-face meetings; however, meetings in person remain required. Therefore, although ICTs facilitates the face-to-face process, a physical presence is inevitable as it is a means to build trust and relationships especially in business collaborations.

It is generally known that misunderstandings may occur if information is interpreted incorrectly. Misunderstandings may have a depressing impact on organisations, managers, and customers. People may have different perceptions towards written documentation or oral communication conducted through ICTs. As thus, presenting a physical presence is unavoidable. However, when cost is the ultimate concern in business, cheaper alternatives than human transfer may be feasible. With the many promising advantages of using ICTs tools in the business dealing process, the use of the ICTs is inevitable. However, due to the

drawbacks of using ICTs, human skills are still preferred to achieve the desired business objectives. For that reason, ICTs and human skills need to be incorporated since machines can only do part of the job.

2.26 Research Framework and Proposition Development

In exploring this study, the previous studies of Edstrom and Galbraith (1977), Harzing (2001b), and Tahvanainen, Welch and Worm (2005) are used to investigate the nature of non-traditional expatriate assignments and traditional expatriate assignments. These studies were selected for two reasons. First, drawing on the previous work in expatriate assignments literature, they show that Edstrom and Galbraith's (1977) study is the most widely recognized work. Harzing's (2001b) study is an extension of this study and has added some new items in the three categories of reasons for using traditional expatriates. This has made this study important to be further tested. In terms of non-traditional expatriate assignments, the study by Tahvanainen, Welch and Worm (2005) is the most recognised and can be claimed as the only current and in-depth study about non-traditional expatriate assignments.

Second, only a few empirical research studies were undertaken to investigate the reasons for using expatriates. The models selected in this study are the most recognised and the most cited empirical research studies that explain the reasons for using expatriates.

2.27 Propositions Development

This research investigates the reasons for using non-traditional expatriate assignments by developing the following propositions based on the four research questions:

- What are the underlying reasons for using non-traditional expatriate assignments and in what kinds of situations are they used?
- *Proposition 1: Non-traditional expatriate assignments are specific in nature and are used for specialised purposes.*
- *Proposition 2: In a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments.*
- Do the roles performed by non-traditional expatriates differ from those reported in the traditional expatriate management literature (namely position filling, knowledge transfer, management and organisation development, and control and coordination)?
- *Proposition 3: In non-traditional expatriate assignments, there are similarities and differences with traditional expatriate assignments.*

- *Proposition 4: In situations where there are differences in the roles of non-traditional expatriate assignments and traditional expatriate assignments, it is not possible for non-traditional expatriate assignments to replace traditional expatriate assignments.*
- What is the relationships/if any between the non-traditional expatriate managers' backgrounds (age, gender, managerial level) with their perceived importance of the use of non-traditional assignments?
- What does the research suggest with respect to the selection criteria for non-traditional expatriates?

This research study undertakes four areas of investigation. Figure 1 below shows the conceptual framework by dividing the areas into four main studies in order to present the findings in a more comprehensive way. To clarify, Study 1 explains the reasons for the use of non-traditional expatriate assignments and in which kinds of situations they are used. The data for the study were gathered through interview sessions and an online survey.

Study 2 is designed to answer Research Question 2, which explores if the roles performed by non-traditional expatriates differ from those reported in the traditional expatriate management literature (position filling, knowledge transfer, management and organisation development, and control and coordination). In the study, an appropriate statistical descriptive of means, standard deviations, and percentages is used to analyse the data. Only one previous study finding compared the expatriate types: the study conducted by Harzing (2001b). Two other previous studies are used for comparison: the study conducted by Edstrom and Galbraith (1977) and the study conducted by Tahvanainen, Welch and Worm (2005).

Study 3 identifies how the relationships between the non-traditional expatriates' backgrounds of age, managerial level, and gender affect the perceived relative importance of the four main roles in non-traditional expatriate assignments. Finally, based on the findings identified in the studies, the final part of this study proposes suggestions with respect to the selection criteria for non-traditional expatriates based on the findings of this study and the review of the literature.

2.28 Conclusions

Non-traditional assignments have emerged as the result of organisations trying to respond to the challenges in international business. As international business becomes more oriented toward profit-oriented organisational aims, the use of the expatriate becomes crucial. Ensuring the success of the expatriate assignments presents a major challenge to human resource management. The issue of expatriate failure and the problems associated

with traditional assignments have affected the department's decisions of whom to employ when selecting managers for international assignments. Saving money and time are also major concerns when sending expatriate overseas since managers have begun to show reluctance in accepting traditional assignments. All of these challenges or part of these challenges may be solved by using non-traditional expatriate assignments. Therefore, this study attempts to provide the reasons for using non-traditional expatriate assignments, which are envisaged to provide guidelines for human resource management.

Since much of the organisational concern focuses on the success of their international assignments, non-traditional assignments seem to be a useful alternative to traditional expatriate assignments. The evidence shows that the use of non-traditional assignments has increased while the use of traditional assignments remains the same. Other reports claim that the use of traditional assignments has decreased. As such, an unanswered issue is emerging regarding whether traditional assignments are in retreat and will be replaced by non-traditional assignments.

Relatively little is known about non-traditional assignments. This area is considered a new field and not many studies have examined it. Nevertheless, studies by Tahvanainen, Welch and Worm (2005), Collings, Scullion and Morley (2007), Scullion and Collings (2006a), which are mostly reviews have provided considerable data on the background of the assignments. Since non-traditional expatriate assignments are an under-researched area, there are many speculations about the assignments, and there are many problems occurred in traditional expatriate assignments, the findings of this study provide a preliminary introduction to the area.

This study provides the reasons for using non-traditional expatriate assignments and this objective was met by identifying the common themes in the assignments described by the participants across industries and countries. The use of thematic and convergent interviewing techniques helped in identifying consensus and dissenting descriptions of the assignments and can be used to facilitate the assignment management further. The convergent interviewing technique provides a method of addressing issues in an under-researched area. It allows the refinement of the research issue throughout the course of interviews, which results in the consolidation of the existing body of knowledge, a more precisely developed research problem, an efficient mechanism for data analysis after each interview, and a way of deciding when to stop collecting data (Dick, 2004; Rao & Perry, 2003).

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This research was initially planned to utilise mixed methods in order to obtain and analyse data by using in-depth interviews and an online survey. However, due to an unexpectedly small response from the online survey, the researcher was unable to proceed wholly with this approach. Nevertheless, some quantitative data was obtained and the results are attached as Appendices for future research analysis. This research therefore used the findings gathered through the in-depth interview sessions and conferred them with some of the significant quantitative findings. The open-ended responses gathered through the survey online were used for further analysis along with the interview responses.

3.1 Research Objectives

This study focused on investigating and extending understanding of non-traditional expatriate assignments by identifying the reasons for using such assignments. In this chapter, the researcher extends the examination of the reasons for using the assignments and suggests selection criteria for non-traditional expatriates. In addition, the relationships between non-traditional assignments and expatriates' backgrounds including age, managerial levels and gender are examined based on the situations faced by the participants in this study. The focus of this study is not to reveal causal relationships, but, rather, to explore the purpose of the non-traditional assignment phenomena through the perspectives of international managers and is intended to provide a foundation for future research studies.

3.2 Research Methods

This study aimed to explore the reasons for using non-traditional expatriate assignments. It mainly investigates 'what are the reasons for using such assignments. According to Blaikie (2000), a study that mostly asks 'what' in its research questions will adopt an inductive research strategy. This research strategy is based on positivism and entails ontological assumptions about an ordered universe made up of discrete and observable events (Blaikie, 2000). According to the author, this strategy begins with the collection of data and then proceeds to derive generalisations using a method called inductive

logic (Blaikie, 2000). The aim is to determine the nature of the regularities or the network of regularities in social life (Blaikie, 2000). Thus, this researcher incorporated two stages in the data collection in order to obtain comprehensive data: 1) the qualitative stage, and 2) the quantitative stage. It was expected that the mixed methods used in this study would enable her to explore the non-traditional expatriate assignments phenomenon, particularly the reasons why they are being implemented by organisations. The qualitative stage had two purposes. First, the reasons for using the non-traditional assignments were explored, providing a greater depth of knowledge of the phenomenon. Second, this stage provided items for further investigation for the quantitative stage of the research. These stages follow the four main stages in the inductive strategy (Blaikie, 2000, p.102). The four main stages included were observation, recorded, facts were analysed, compared and classified. From this analysis, generalisations were drawn inductively regarding the relations between the facts. These generalisations were merely based on the 23 interviewees who participated in this study.

The findings from this first stage were used to develop the research propositions which were based on the literature. The sample for the second research stage was comprised of 61 international managers drawn from a human resource database obtained from a supplier in Australia. Generalisability was not intended to be achieved but there was a possibility that it might be achieved through testing the findings of this research in a larger future study. Blaikie (2000, p.104) states:

The only way to go beyond these limitations is to use the logic of induction, to generalise from the results of different studies, assuming that the results are consistent. Because induction is not a 'perfect' logic, all attempts to generalise must be tentative. In other words, consistent findings can support a generalization but never prove it to be true. Hence, in spite of the claims of some of its advocates, the status of the knowledge produced using inductive research strategy must always be regarded as being subject to revision; further research may reveal contrary findings.

To carry out this type of research, as mentioned earlier, initially a mixed method was chosen since it provides quantitative and qualitative research strengths (Johnson & Onwuegbuzie, 2004). Additionally, when these two methods are combined, additional and more complete data expected could be obtained because the researcher was not confined to a single method. Therefore, it might have allowed the research to develop as comprehensively and completely as possible (Tashakkori & Teddlie, 2003). However, as mentioned earlier, it was unsuccessful due to an unexpectedly small response rate, and therefore the interview responses were used to conclude the findings for study 1, mainly by providing descriptive statistics of percentages, means and standard deviations. Further, in order to identify the most significant reasons, this research used the findings from exploratory factor analysis (EFA) method. A further aspect of the study was to identify the relationships between assignees' background and the reasons for using the non-traditional

expatriate assignments, carried out by using simple cross tabulations. The aim was to explore the nature of the assignments and it was hoped that it might provide a platform to investigate those assignments in larger future studies.

Structured interview questions were developed from the literature review. The convergent interviewing technique and the thematic technique were used in the data analysis. The convergent technique was useful for an exploratory study and provided converged themes that were used to address the issues, especially under-researched issues or ones that lacked a theoretical base (Rao & Perry, 2003). The use of the thematic technique offers three major advantages: 1) it allows researcher to extend, replicate and refute prior discoveries, 2) it uses previous codes identified by someone else's codes as the basis for developing or enhancing a new code, and 3) it allows the researcher to use a prior-research-driven approach to identify themes and develop a code (Boyatzisby, 1998).

Although many attempts were undertaken to obtain an appropriate sample size, eventually only 61 respondents participated, clearly a major hurdle for reliable subsequent online survey data in this research. The participants' responses gathered through open-ended questions were used to investigate Study 1 and 3 in this research. The responses from 23 interviewees were in-depth and thus most findings were drawn from these responses.

3.3 Research Procedures

This research was undertaken by using two stages in the data collection. The first data collection was gathered through a series of interview sessions, which were mainly used to gather information about the nature of non-traditional assignments. The interviews were conducted by using the convergent interviewing technique. The second data collection was gathered through an online survey using a tool called Survey Monkey.

3.4 The Interview Procedure

In an effort to find participants, a convenience sampling approach was adopted. International managers were selected mainly from publicly available lists from relevant professional organisations in the Asia Pacific region. The roles of the participants were identified by obtaining their positions or their titles in their organisations, enquiries were made prior to the interview sessions in order to determine if they met one of the criteria required in this research, that included that 1) the managers had undertaken non-traditional expatriate assignments and 2) the managers had knowledge about the assignments. Selected international managers were then contacted by email and by telephone and invited to participate in this research. Once an invitation was accepted, an interview appointment was made with the manager and a venue and time was arranged at the manager's convenience.

During the interviews, the content of the information-consent sheet, which informed the participant of the nature and the purpose of the interview and the broader research project, was discussed, in adherence to RMIT University's ethical procedures. After verbal consent was obtained and the interviewee signed the consent form, the researcher started the interview. The interviewees were asked a number of structured questions addressing non-traditional expatriate assignments. All the interviewees were requested to describe their assignments. A probing technique was used to obtain more in depth information. The interviews were recorded with the interviewees' approval and notes were taken. The interviews lasted for an average of 1 hour 30 minutes. After each session, each respondent's contact information was recorded in case further clarification was needed. A sample of the structured interview questions is shown in Appendix B.

As explained, the data were collected using the convergent interviewing technique. First, after each interview, the data were sorted and the key points of each consensus or dissenting opinion were highlighted. The next respondent was questioned about the key points highlighted by the previous interviewee in order to determine agreement or disagreement about the key points identified. This method was continued through the remainder of the interviewees and, eventually, the final key points were identified. The definitions of the key points were described clearly to avoid any misleading data. Brief notes were used to remind the researcher to avoid any misleading data analysis. Finally, the consensus and dissenting opinions were compiled and they are presented in Chapter 4.

3.5 Survey Procedure

A database containing 1001 human resource managers from various organisations in Australia was obtained to compile a list of potential participants. Personal contacts were also used in order to add to the number of participants. Email and telephone information were used to invite the participants to fill in the survey online. A link to the survey was provided in the emails that were randomly sent to the human resource managers listed in the database. Three reminders were sent to the potential participants. No prior agreement was sought with potential participants since their participation was on a voluntary basis. As mentioned in chapter 1, the reason why the researcher selected human resource managers as respondents was due to:

- 1) There was no available standard definition for non-traditional expatriate found in the literature, as thus, in order to approach international organisation managers to participate in this research, a list of HR managers was purchased and used the lists to start seeking for participants. A few HR managers mentioned that they were involved in the non-traditional assignments and they had knowledge about them, as such, the researcher has taken them as the respondents.
- 2) Non-traditional expatriate assignments may be undertaken by any professional managers employed in international organisations. They could be holding a position as a marketing manager, a HR manager, an IT manager, an engineer, a senior manager, directors and general managers. As thus, the researcher selected this research's participants based on whether or not they had experience in non-traditional expatriate assignments.

In the end, 1121 emails were sent randomly to the managers listed in the database (mostly human resource managers) and 157 participants responded. However, only 61 questionnaires were considered useable. The remaining 96 questionnaires were considered unusable since they contained many unanswered questions. As the result, the response rate was calculated based on the number of participants who responded and not on the number of potential respondents approached since, at the time when the participants were approached, it was not known if they had undertaken or experienced a non-traditional assignment or not. When second and third reminders were sent to the potential participants, some of the managers replied that the reason why they did not respond initially was due to their organisations' lack of engagement with non-traditional activities or with the hiring of the managers. Therefore, it can be concluded that the participants who responded were managers who had experienced or had been involved in non-traditional assignment activities and that those who did not respond were inexperienced in the assignments.

To clarify, 157 participants responded and the useable questionnaires were 61. Therefore, the response rate of this study was 39%. It is acknowledged that this is a small sample size and therefore that as thus, the responses gathered through this method were unable to be used fully, only the most significant results used to supplement the interview responses.

3.6 Ethical Consideration

An ethics application was submitted to the RMIT College of Business (COB) Ethics Committee a few months before the data collection was carried out (refer to Appendix B). Once the ethics application was approved, the data collection process started. Emphasis was placed on each participant's agreement to participate in this study. The researcher provided a formal agreement letter for the respondent to give their consent.

3.7 Sample Selection

This research undertook two stages in the data collection. The first data collection was gathered through a series of interview sessions, which were mainly used to gather information about the nature of non-traditional assignments. The interviews were conducted by using the convergent interviewing technique. The findings were further used in the construction of a questionnaire, which aimed to answer this study's research questions. The second data collection was gathered through an online survey using a tool called Survey Monkey.

3.7.1 Selecting Interviewees

When selecting interviewees for this study, the researcher first identified the main criteria of the interviewees stated in section 3.5.1. Prior to each interview, interviewees were contacted by either email or telephone in order to confirm if they had experienced or engaged in non-traditional assignments or not. After confirmation was obtained, appointments were set up and interviews were conducted. Since the researcher faced difficulties in obtaining suitable interviewees, the researcher used the 'snowballing' technique in order to obtain more contacts. Fortunately, many of the interviewees gladly provided the researcher with a few of their colleagues' contacts numbers. They also helped the researcher by contacting their colleagues regarding the study before the researcher contacted them. The researcher specifically asked the type of international assignments that has been undertaken recently by potential interviewee. The structured interview questions used in this study is attached in the Appendices for reference.

3.7.2 Selecting Online Survey Participants

In order to select the online survey participants, the researcher purchased a human resource manager database from a supplier in Australia. Initially, human resource managers were selected as a way to approach non-traditional managers employed in international organisations. After contacts were made, it was later found that the managers were able to provide with information regarding the non-traditional expatriate managers. As such, some of them were taken as the respondents.

There was a complicated situation faced when the researcher tried to contact or reach respondents. Given, the definition of non-traditional assignees or managers were not widely known, a few organisation HR managers asked the researcher to define the term before they provided her with whether their organisations employed non-traditional expatriate managers or not. Furthermore, there was no specific definition given in the literature or specific terms used for this particular type of manager in their organisations. The managers who have undertaken non-traditional expatriate assignments could be holding any positions in organisations, as they may be needed overseas to pursue some of their organisational international assignments. This explains why some survey participants were marketing managers, information technology managers, engineers, technicians, senior managers or human resource managers.

To obtain the research respondents, the researcher firstly used her personal contacts in Singapore and Malaysia to gather more respondents. When selecting potential respondents, the researcher ensured that they had experience or knowledge about international assignments, especially non-traditional assignments. Secondly, the backgrounds of the respondents included international experience, managerial level in a variety of industries, and an awareness of the non-traditional assignments. This diversity made this group of individuals ideal for the purposes of this study. The vast majority of these managers had engaged in international assignments and had long experience as international managers.

In the effort to gather more respondents, the survey instrument was posted on the RMIT University web page with a cover letter indicating the purpose of the study and a pre-condition that participants must be managers with international experience. The criterion narrowed the potential sample field. In total, 61 international managers participated in the study. Although some self-selection bias may be introduced in this study approach, it is precisely that a manager with a background of international assignment was the main focus of selecting the respondents.

3.8 Survey Instrument, Variables, and Validity

Based on the literature review and guided by the research questions, the researcher developed structured interview questions and a survey instrument. First, the survey instrument was constructed based on the responses gathered in the interviews and used items from Edstrom and Galbraith (1977), Harzing (2001) and Tahvanainen, Welch and Worm (2005). Second, it was piloted among a group of masters' degree students, including international students, for review. Finally, the comments from this group were incorporated into the revised survey. The final survey and structure interview questions are included in Appendix B. There are 12 structured interview questions and 3 different parts in the questionnaire.

3.8.1 Survey Instrument

The first section of the questionnaire asked for general information about the expatriate's background that includes their personal details, organisational details, and their roles and assignment details. The assignments in question should be the one that has recently undertaken and significant in their career. The second question asked about the industry in which the employer competes. This section also asked questions regarding the respondents' company size. The third section asked questions regarding the respondents' roles and their most recent international assignment undertaken in terms of its main objectives, length, and location. The fourth section of the questionnaire asked about the reasons for non-traditional assignments. Two main management levels are chosen since 'expatriate' was previously defined as professional managers who carry out assignment overseas and, as such, the lower management level is not discussed in this study

Finally, since the directions of knowledge being transferred were also another objective of this study, the direction of knowledge transfer was asked in the last section in the questionnaire. The measure used was obtained from the Mudambi and Navarra (2004) study. Four directions were suggested in the study: 1) provides knowledge and skills to subsidiary, 2) provides knowledge and skills to parent corporation, 3) receives knowledge and skills from subsidiary, and 4) receives knowledge and skills from the parent corporation. The instrument's reliability was tested and it showed it was highly reliable ($\alpha = .84$) (Appendix C).

3.8.2 Tahvanainen, Welch and Worm (2005) Study

Since Tahvanainen, Welch and Worm (2005) study is a significant study and has been adapted to develop the data collection instruments to start this research, it is important to explain the study details to provide reader with some basic information about the study. The

Tahvanainen, Welch and Worm (2005) study is an exploratory study of 11 large Finnish multinationals that investigate aspects relating to the implication of short-term international assignments. The sample was HR managers of chosen companies. The study involved two phases: 1) a quasi-focus group and 2) in-depth interviews. In the first phase, a meeting was held whereby the researchers acted as facilitators, facilitated the participants in completing the questionnaires, and then compared their answer with a group of HR managers from the 11 Finish organisations. The second phase consisted of 1 hour 30 minute interviews. Content analysis led to thematic categorisations that formed the basis of the comparisons between short-term assignments and other international assignment forms. The study found the primary reasons for sending short-term managers are: 1) skill transfer and problem solving, 2) managerial control, and 3) management development.

3.8.3 Edstrom and Galbraith (1977) Study

The study of Edstrom and Galbraith (1977) as explained earlier is another study that has been adapted to construct the data collection instrument for this research, as thus, the study details are also briefly explained. The Edstrom and Galbraith (1977) study is a qualitative empirical study that proposes the three expatriate assignments of position filling, management development, and organisational development. The study was conducted in a one-day workshop held in Brussels. The focus was to identify the international transfer of managers between subsidiary and central offices in European multinational organisations. Four European organisations participated in the study with 10 personnel managers as the participants from the organisations. The organisations that participated in the study were Worldwide Products and National Products. These organisations were in the same industry so, in order to permit a comparative case study, the authors selected another two different organisations from different industries that were related called Occidental Industries and European Industries. The study found position filling as the reason for transfer of international managers. The authors defined position filling as when managers fill positions at subsidiaries where no locals are available or eligible to undertake assignments. According to the researchers, this role exists if local companies need expatriates and if mutual agreement is obtained before a transfer is carried out. Second, the transfer is for the managers' career development that is mainly to enhance the expatriates' international experience.

Third, organisations sent managers to subsidiaries to organise company development, which is used as a means of modifying and sustaining organisational structure and decision processes. The role is undertaken by using three different mechanisms: 1) direct control, 2) indirect control, and 3) control by socialisation. In their research, this role is stated as having

evolved from the researchers' discussion after they made an analysis of difference in the transfer policies between companies selected in their study and its competitors.

3.9 Data Analysis

The qualitative data were analysed by using convergent and thematic techniques. The data were scrutinised and sorted by looking at consensus and dissenting opinions. Considering the study's objectives, the main purposes of non-traditional assignments were gathered through consensus opinions. Further, the dissenting opinions were used as the key points leading to further discussion in Chapters 5 and 6.

3.10 Convergent Interviewing and Thematic Technique

The qualitative stage had two purposes. First, the nature of the non-traditional expatriate assignment was explored, providing a greater depth of knowledge regarding the phenomenon, and the reasons for the assignments were investigated. Second, this stage was used to identify items for further investigation in the second, quantitative stage of the research.

The convergent interviewing technique provides a method of addressing issues in an under-researched area, allows the refinement of the research issue throughout the course of interviews (resulting in the consolidation of the existing body of knowledge and a more precisely developed research problems), provides an efficient mechanism for data analysis after each interview, and provides a way of deciding when to stop collecting data (Dick 2004; Rao & Perry 2003).

Since very few studies were found in the literature regarding the non-traditional assignment, this technique was selected as the most appropriate one. According to Dick (2004), the technique is most valuable when a researcher is in some doubt about the information which is to be collected. Additionally, if there is a survey involved, he states that the technique helps in deciding what questions to ask in the survey (Dick, 2004). Furthermore, the convergent interviewing technique combines some of the key advantages of both unstructured and structured interviews (Rao & Perry, 2003). Unstructured interviews collect broad information (but can be hard to interpret) and structured interviews collect information efficiently. However, the researcher may never know if the right questions are not asked. Convergent interviewing achieves its result by leaving much of the content unstructured since pre-determined questions are not the only questions asked. Therefore, the

information is determined by the person being interviewed. The process is structured and the analysis is undertaken systematically to improve the efficiency and reduce bias. In order to enhance the data analysis and obtain additional interpretative data from interviewees' responses, the thematic analysis technique was also applied in this research study.

At the second stage of the analysis, the coefficient alpha was computed to assess the reliability of components in the research questionnaire in order to refine the scales further. Coefficient alpha remains the most widely used measure of scale reliability (Peterson, 1994).

3.11 Research Limitations

This research was initially aimed to explore the reasons for using non-traditional expatriate assignments and the roles of information communication technology. If the main objectives of the research were achieved, this research potentially able to provide significant foundations for using non-traditional expatriate assignments. Unfortunately, due to the circumstances experienced that were beyond the researcher's control, this study faced data collection limitations. The limitations are further described as follows;

3.12 The size and the background of sample

As mentioned in the previous sections, the sample size was small which reduced the scope of the research, but provided some interesting findings that were gathered through in-depth interview sessions with the participants. Due to the limited information in the literature, the definition of non-traditional expatriate assignees has not been deliberately established. As thus, the sample selected in this research was mainly based on the participants' experience particularly in respect to non-traditional expatriate assignments. This likely bias presents a significant limitation for a research that aims to gather opinions based on their experience.

Given the limited definition of the assignments found in the literature, the sample consists of different types of managers who are holding different positions in international organisations. This is due to the fact that the participants selected based on their engagement in international assignments. As explained in the section 3.5, 27% of the respondents were from tourism industry and the participants consisted of managers who were from senior managerial and middle managerial levels. Investigating their responses by their managerial levels has been undertaken in this research. Therefore, the findings stated in this research explained the reasons for using non-traditional expatriate assignments mainly from the participants selected from the tourism industry perspective. The influence of age and gender

of participants were examined as well to explicitly identify the reasons for using non-traditional expatriate assignments. However, it is important to note that their opinions and experiences were mainly based on their situations that have been considered valid.

The research was planned to provide the reasons for using non-traditional expatriate assignments from various multinational organisations. But the small sample size has become a hurdle to reach the objective. As a result, the aim was unable to be fully achieved, and thus, the reasons identified were from non-profit and profit-oriented organisations. For the purpose of providing a foundation of the reasons for using non-traditional expatriate assignments, this study provides significant empirical findings that further can be used in a larger study.

3.13 The participants

Although the mixed method was intended to be undertaken in this research in order to obtain the advantages of using both of the methods, the qualitative findings depicts some new findings and are valuable to the body of knowledge. Unfortunately, the quantitative findings can only be used partially as the responses were low, as discussed earlier.

The determinant of sample selected was that of a professional manager who had undertaken recent and important non-traditional expatriate assignments. As a result, there were different types of managers selected as sample in this research. Although they were from different managerial or technical positions; the researcher had analysed the in-depth interview findings to identify if they were differences between senior and middle managers.

Due to the limitations stated above, the researcher has changed the method to analyse the data obtained in this research. The online survey data was used to provide additional information to the data gathered through in-depth interview sessions. As such, the identified findings of this research were merely from the participants' experiences and opinions during the non-traditional expatriate assignments were undertaken and also included the participants' assignments which have been undertaken previously which considered most recent and important to their career.

3.14 Implication of the use of quantitative method

Given that this research is a new study and limited empirical research has been undertaken in the past, the researcher faced difficulties in obtaining information to even

begin this research. After a few attempts to remedy the situation failed, there are a few implications occurred. The implications are as follows:

After a thorough examination, it was found that the sample size was considered small to test 19 items in the questionnaire and as such, it was unable to conclude previously identified aims. The relationships between assignees' backgrounds and the reasons for using the assignments are still preceded but limitations are explained. This researcher used quantitative method to provide more support for qualitative findings. Some of the interesting findings gathered through this method were included in the chapters 4 and 5. Although the difficult situation has affected the results of this research, some of the findings were empirical and genuine. As such, the findings were described and included in the stated chapters. The results are still useful to provide a 'platform' for future research about this area. In addition, the in-depth data from interview sessions are still valuable and able to provide explanations to the study's research objectives.

It is important to note that due to the obstacles faced by the researcher stated above in obtaining suitable sample size was unsuccessful. This research provides findings from in-depth responses gathered through the interviews and only used quantitative results as supplement to the interview findings. The aim for this research eventually aimed to provide a 'platform' for future studies in respects to the nature of the reasons for using non-traditional expatriate assignments. Further limitations of this research are stated in the next section.

3.15 Conclusions

The design in this study combined qualitative and quantitative research methods since this method offered many advantages such allowing the research to develop as comprehensively and completely as possible. The objective was to explore the non-traditional expatriate assignment phenomenon and to identify the nature of the assignments and to identify the directions of knowledge transfer by non-traditional assignees.

Using structured interview and survey techniques, 23 interviewees and 61 survey respondents participated in this study, Rao and Perry (2003) claim the advantage of using the convergent interviewing technique is that it enables the respondents to reveal and explain the area that is being investigated by using the probing technique. The thematic technique, on the other hand, offers a process of encoding qualitative information and also offers a way of seeing, a way of making sense out of seemingly unrelated material, and a way of analysing qualitative information (Boyatzisby, 1998).

Emerging themes and patterns, similarities and differences from the qualitative stage were identified through convergent interviewing and thematic techniques. The consensus and dissenting views provided the researcher with key themes. The thematic technique was useful to identify key themes. The themes and patterns were used in the quantitative stage in the construction of the research questionnaire and also based on the three important studies. It was then piloted among a group of masters' degree students including international students for review.

Overall, this methodology was selected and designed to provide rich descriptions of non-traditional assignments. This chapter has presented the research methodology for the research and has explained how data were collected and analysed. The following chapter explores the findings and provides a more in-depth discussion of the emerging themes that were discovered.

More recent studies in the 2000s, which investigated the reasons for using traditional expatriate assignments, seem to identify similar reasons such as position filling, management development, and organisation development (Reiche, Harzing & Kraimer, 2009; McKenna & Richardson, 2007; Morley & Heraty, 2004; Suutari & Brewster, 2001). The studies' findings indicate that the reasons apparently still appear to be the three reasons identified by Edstrom and Galbraith (1977). The only difference or new finding is the reason of knowledge transfer.

Since the reasons for using traditional expatriate assignments are for position filling and knowledge transfer, management development, and organisation development, it seems that controlling purposes are the most prominent underlying reason (Harzing, 2001a; Delios & Bjorkman, 2000; Torbiorn, 1997). Harzing (2001b, p. 582) identifies the controlling purposes reason as 'control and coordination' since she believes that the third reason identified by Edstrom and Galbraith (1977) is mainly for controlling purposes. Controlling is used to monitor a host country activity (Torbiorn, 1997). Influential factors such as market competition, political risks, and cultural distance play a very important role in determining the use of expatriate assignments (Boyacigiller, 1990). The need of an expatriate's presence is high if the market competition is strong, if there is a larger political risk, and if there is cultural distance (Boyacigiller, 1990). Other factors such as the origin of the international organisation appear to play an important role in determining the reason for using expatriate assignments. To illustrate, Chinese and Japanese organisations mostly emphasise the controlling reason in their international operations overseas (Moore, 2006). U.S. and European organisations, on the other hand, seem to place a greater importance on position filling and management development reasons for sending their expatriates overseas (Harzing, 2001b).

The studies discussed above show that the main reasons for using traditional expatriate assignments are for the three important categories of position filling, management development, and organisation development. The research suggests that these three key categories have been used as the basis of explaining expatriate transfer in previous studies. A number of researchers have also identified knowledge transfer as one of the expatriation functions (Reiche, Harzing & Kraimer, 2009; Hocking, Brown & Harzing, 2004; Downes & Thomas, 2000; Torbiorn, 1997). Knowledge transfer is, in fact, an important reason for the use of the assignment. Influential factors such as the market, the organisational origin, and the political risk are some of determinants that may shape the use of expatriate assignments. In this study, the researcher attempts to compare the reasons for using traditional and non-traditional expatriate assignments.

Figure 1: Conceptual framework

Literature Review

There are some important claims made on the non-traditional expatriate assignments:

Literature says the reasons for using non-traditional assignment are for skills transfer, problem solving, managerial control, management development. This study has never been tested.

There is a claim made that the assignments will replace traditional expatriate assignments.

There is an assumption that non traditional assignees are sent to save time; cost and information communication tools cannot replace the managers' roles. There is little evidence that can prove this, thus this research proposes:

Proposition 1: Non-traditional expatriate assignments are specific in nature and are used for specialised purposes.

Proposition 2: In a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments.

Proposition 3: In non-traditional expatriate assignments, there are similarities and differences with traditional expatriate assignments.

Proposition 4: In situations where there are differences in the roles of non-traditional expatriate assignments and traditional expatriate assignments, it is not possible for non-traditional expatriate assignments to replace traditional expatriate assignments.

Existing reasons of traditional assignments (most significant studies):

Edstrom & Galbraith (1977)

**Position filling and No locals
Management development
Long term experience
Organisation development
Modifying and sustaining its
structure and decision process**

Harzing (2001)

**Position filling: Technical knowledge
and No locals
Management development: Training
for HQ and
Training for subsidiary
Control and coordination/OD: Direct
control, Transfer culture and Improve
information channel**

Existing reasons of Non-traditional
assignments

Tahvanainen (2005)

**Skill transfer and problem solving
Implement project/troubleshooting
Managerial control
Managing specific operation
Management development
Gain international experience**

Study 1: Investigates:

**The reasons for using non-traditional
expatriate assignments**

Methodology used

- 1) Data collection-Interview, survey online
- 2) Data analysis
 - Interview data is analysed by using Convergent and thematic analysis
 - Qualitative data is analysed by using Statistic descriptive: mean, standard deviation and percentage and,
 - Exploratory Factor Analysis (EFA) with oblimin rotation

Study 2: Based on the Study 1 findings, Study 2
investigates:

- The differences between traditional and non-traditional expatriate assignments
- 1) Data collection- Survey online
 - 2) Data analysis- Mean, standard deviation, percentage, T-Test and Eta value

Study 3: Based on the Study 1, Study 3 investigates:
**The relationships between assignees and the
reasons for using non-traditional expatriate
assignments**

- 1) Data collection-Survey online
- 2) Data analysis-percentages and cross
tabulation

**Based on all the studies' findings, it suggests the
selection criteria for appropriate candidates to
undertaken this assignments.**

CHAPTER 4

FINDINGS

4.0 Introduction

The main purpose of this study was to describe and understand the reasons for using non-traditional expatriate assignments from the perspective of those engaged in the phenomenon. This chapter details the findings of the study, including a profile of the interviewees and survey respondents. The participant's privacy and confidentiality were maintained strictly throughout the study. Any information they provided was considered privileged and confidential and the researcher has ensured that, without their consent, the participants will not be identified in this thesis report or in any related publication. As such, for the purpose of data analysis, pseudonyms and verbatim responses are used.

In this chapter, the research findings are presented in four parts. Study 1 discusses Research Question 1, Study 2 discusses Research Question 2, and Study 3 discusses Research Question 3. Studies 1 and 2 describe the non-traditional expatriate phenomenon, exploring the nature of the assignments by using responses from the interviewees. Study 2 describes the differences between two different types of expatriates that are traditional and non-traditional expatriates. The results from Study 3 that is mainly to identify the relationships between respondents' backgrounds and the non-traditional expatriate assignments were described. Study 4 is used to propose criteria for the selection of non-traditional expatriates.

The relationships between non-traditional assignments and knowledge transfer directions have also been investigated. Since this was an exploratory study to provide a 'platform' of future research of the use of non-traditional expatriate assignments, the findings discussed in this study were limited to the responses of those who participated in the study. Larger empirical studies should follow in order to provide a data that is more detailed.

4.1 Description of the Interviewees and Survey Respondents

4.1.1 The interviewees

The first task in choosing the interviewees for this study was to verify that each one met at least one of the two study criteria: (1) an international manager who has undertaken non-traditional expatriate assignments, (2) an international manager who has knowledge about non-traditional assignments or who has been engaged in allocating and managing non-traditional assignees. Twenty-three international managers were identified and selected as potential interviewees. The majority of the interviewees were male (only three were female). Sixty-five percent of the interviewees were from senior managerial levels and 35% were from middle managerial levels.

The study sample was gathered from 23 organisations in the following industries: research and development, banking, education, manufacturing, tourism, energy, consultancy, telecommunication, aviation, tobacco, manufacturing, automobile, hotel, and food. The main industry sector was tourism (27%) while 8.6% were from banking, education, manufacturing, energy/oil and consultancy and 4.3% were from research and development, telecommunications, aviation, tobacco, automobiles, hotels, and food. Table 5 shows the industries represented by the interviewees.

Twenty-three interviewees from different industries were interviewed. The interviewees consisted of 13 top level managers: 1 chairman, 3 directors, 2 general managers, 1 deputy GM manager, 1 chief engineer, 1 corporate trainer, 1 senior analyst, 1 global practice leader and 2 operation managers. The remaining 10 interviewees were middle level managers: 1 assistant professor, 1 technician, 1 GIS analyst, 1 IT manager, 1 food safety advisor, 4 managers, and 1 sales manager.

Table 5 The Industries Represented by the Interviewees

Industry	Percentage	Frequency
Tourism	27	6
Banking	8.6	2
Education	8.6	2
Manufacturing	8.6	2
Energy/oil/mining	8.6	2
Consultancy	8.6	2
Research and development	4.3	1
Telecommunication	4.3	1
Tobacco	4.3	1
Automobile	4.3	1
Hotel	4.3	1
Food	4.3	1
Aviation	4.3	1
Total	100	23

Table 6: Profile of interviewees

Disguised Name	Gender	Position	Home country	Host country	Assignment Length	Industry
Chung	M	Manager	Singapore	China, Malaysia	Regularly	Research and Development
Chris	M	Corporate Trainer	Singapore	China, Indonesia India	3 weeks	Banking
Lee	M	Director	Singapore	Asia Pacific	3-4 months	Education
Mike	M	Assistant Professor	Australia	Malaysia/UK	Once a year	Education
Mathew	M	Director	USA	China	3 weeks	Manufacturing
Lowe	M	Director	Italy	Somalia, Guatemala, Pakistan	3-4 days	Tourism
Harry	M	Marketing Manager	Malaysia	Japan/Korea	1-2 weeks	Tourism
Gary	M	Deputy GM	Malaysia	Japan/Korea	1-2 weeks	Tourism
Salma	F	General Manager	Malaysia	Singapore	1 week	Tourism
Hashim	M	General Manager	Malaysia	India, Indonesia	1 week	Tourism
Zainal	M	Chairman	Malaysia	Korea		Tourism
Charles	M	Regional Operation Manager	UK	Malaysia	4 years	Energy/Oil
Hafiz	M	GIS Analyst	Malaysia	Australia	1-3 months	Consultancy
Jali	M	Technician	Malaysia	Australia	1-3 months	Telecommunication
Ron	M	Chief Engineer Asia Pacific	Australia	South East Asia, UK North America, Africa	4-6 months	Aviation
Dzikro	M	Regional IT Manager	Indonesia	Australia	2 years	Tobacco
Saripa	F	Sales Manager	Indonesia	Singapore	1 week	Manufacturing
John	M	Product Control Manager	Australia	Japan	1 week	Automobile
Jenny	F	Operation Manager	Malaysia	Thailand, Indonesia	1 month	Hotel
Mus	M	Storage Solution Architect	Malaysia	Australia	3 years	Banking
Nick	M	Food Safety Advisor	Australia	Caucasus	1-2 years	Food
Adolf	M	Senior Analyst	German	Australia	7 months	Consultancy
James	M	Global Practice Leader	Australia	Asia	1-12 months	Energy/Mining

The managerial levels of the interviewees were obtained from their organisational chart which were available online or in their offices. All of these participants were categorised as international managers who have undertaken non-traditional expatriate

assignments or have knowledge about the assignments. Table 6 shows the profiles summary of the interviewees. Given that this research includes a few industries more specific findings were concluded. Although, it is the aim of the researcher to be able to obtain data from various industries so that more general reasons for using the assignments would be obtained; but due to the small responses gathered the aim was unable to achieve. As thus, the findings of this research were from the industries stated only. The responses gathered from 57 respondents through open ended questions in the survey online provided additional data in respect to the main reasons for using non-traditional expatriate assignments. The summary of the reasons gathered from open-ended questions in the research questionnaire is presented in Table 10.

All of the interviewees were parent country nationals except for Dzikro who was a host country national from Indonesia and was transferred to Australia for a long-term assignment. The interviewees' nationalities were as follows: Malaysian (9), Australian (5), Singaporean (3), Indonesian (2), British (1), German (1), Italian (1), and American (1). Table 6 shows the summary of the interviewees' parent country nationalities.

All of the interviewees had travelled regularly for non-traditional expatriate assignments ranging from one week to less than a year. On average, the interviewees travelled internationally five times a year and had been to at least two different countries for business purposes. The lengths of their non-traditional assignments ranged from between several days to 12 months.

Two interviewees had undertaken three and four year assignments. These interviewees were defined as traditional assignees or long-term expatriates. Their long experience in expatriation was used to provide in-depth information regarding the nature of non-traditional assignments. Furthermore, both of these managers were senior managers who had responsibility for managing subordinates. They also had been engaged in allocating their subordinates for non-traditional assignments. In addition, before they became long-term expatriates, both of these senior managers had undertaken non-traditional assignments such as attending meetings.

Almost all of the countries visited by interviewees were neighbouring countries except for Lowe, Ron, Nick, and Adolf who travelled to countries such as Somalia, Guatemala, Pakistan, the UK, North America, Africa, and the Caucasus region.

4.2 The Profile of Survey Respondents

This section provides an overview of the respondents' profiles and their company profiles gathered from online survey. The section comprises data on the issues emerging from the preliminary findings of the non-traditional assignments and its link with other issue that is knowledge transfer directions.

This section presents the profile of the survey respondents in two ways: 1) the profile of the managers and 2) the profile of their organisations. They were all professional managers from considerably large organisations. The respondents were asked to identify certain background information about themselves (job title, nationality, gender, position and age). The data from the surveys were entered into SPSS version 18, a computer software program that was used to analyse the survey data.

Table 7 shows the summary features of the survey respondents. The 61 respondents included 38 (62.2%) males and 21 (34.4%) females. The ages of the respondents were spread across four central age ranges: 15 (24.5%) were aged less than 30, 10 (16.3%) were aged between 30-39 years, 15 (24.5%) were aged between 40-49 years, and 21 (34.4%) were aged 50 years and above. The respondents placed themselves into one of 16 job categories. The majority of the respondents were managers: 18 managers (29.5%) were responsible for assignments overseas, 15 (24.5%) were top human resource managers, and 6 (9.8%) were general managers and 3 (4.9%) were top managers. Most of these managers were in top-level positions.

Table 7: Demographic Features for the Survey Respondents

Characteristics	Respondents	Characteristics	Respondents
Gender		Age	
Female	21 (34.4%)	Less than 30	15 (24.5%)
Male	38 (62.2%)	30-39	10 (16.3%)
No response	2 (3.4%)	40-49	15 (24.5%)
		50 and above	21 (34.4%)
Job title		Nationality	
Manager	18 (29.5%)	Australian	30 (49.1%)
Top HR manager	15 (24.5%)	Malaysian	12 (19.6%)
General Manager	6 (9.8%)	British	2 (3.2%)
Top Manager	3 (4.9%)	Nigerian	2 (3.2%)
No response	19 (31%)	Other	15 (24.5%)
Company size		Industry	
Less than 1,000	26 (42.6%)	Construction	20 (32.7%)
1,001-2,000	8 (13.1%)	Transportation	14 (22.9%)
2,001-3,000	7 (11.4%)	Consulting	5 (8.1%)
More than 3,000	20 (32.7%)	Mining	5 (8.1%)
		Other	17 (27.8%)

Figure 2 –The Job Titles of Survey Respondents

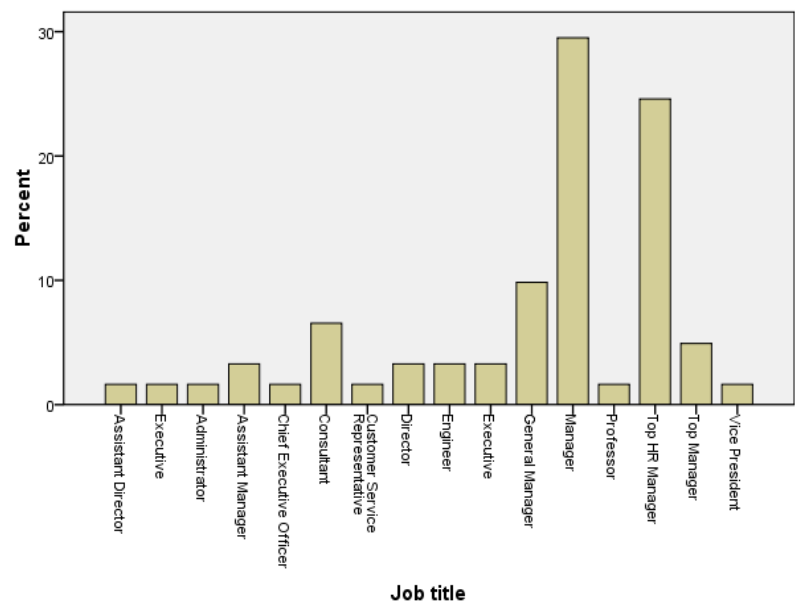
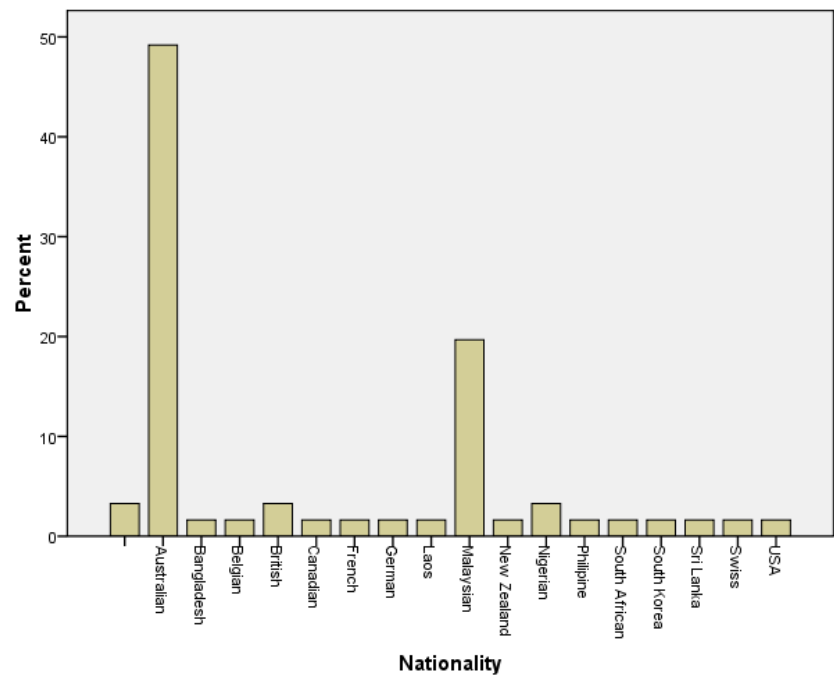


Figure 3 – The Nationalities of Survey Respondents



The majority of the respondents were from Australia: 30 or 49.1% of them. This distribution was expected since most of the invitations were sent to managers located in Australia. Twelve (19.6%) of the managers were from Malaysia.

The majority of the respondents were from the construction industry (32.7%), 22.9% were from the transportation industry, 8.1% were from the consulting industry, and another 8.1% were from the mining industry. Twenty-six (42.6%) of the respondents came from organisations that had less than 1,000 employees, 20 (32.7%) came from organisations that had more than 3,000 employees, 8 (13.1%) came from organisations that had 1,001 to 2,000 employees, and 7 managers (11.4%) represented organisations that had 2,001-3,000 employees.

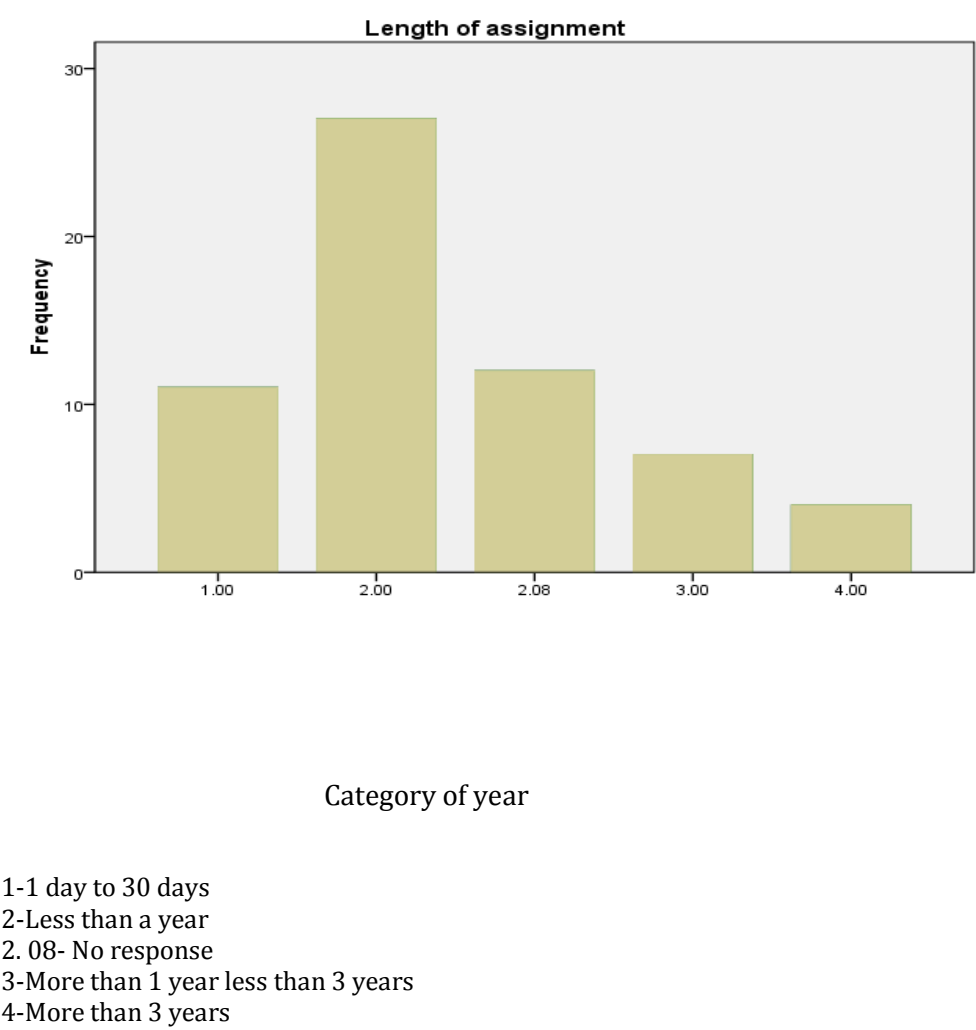
The sample of survey respondents comprises managers who have engaged in international assignments. Although 1,121 identified managers might have engaged in the online survey from different sources and a database, only 157 managers responded. The 157 managers who responded to the research invitations were considered the total sample of this research. Nevertheless, after sorting, only 61 responses were deemed useable. Therefore, the final sample included 61 male and female managers who fit the study criteria of being non-traditional international assignees or responsible for non-traditional international assignments and the allocation of non-traditional international managers. As such, sixty-one completed questionnaires were analysed.

4.3 Length of assignment

The respondents were asked 'what was the overall length of the assignment?' Many of them (44%) agreed that the length of non-traditional expatriate assignment is less than a year. This accords with the literature that non-traditional expatriate assignments last less than a year. Eighteen percent of respondents said that their assignments were undertaken between 1-30 days. Therefore, this means that 62% of them (a majority) said that their assignments were undertaken in short period. This implies that non-traditional expatriate assignments were in fact undertaken in a shorter period. It is important to note that although one of the selection criteria of the participants was that the participants should have undertaken assignments within less than a year, the researcher had asked if the participants have undertaken shorter assignments that were not more than one year; but the assignments were still considered non-traditional/short term assignments by their organisations; the

responses given were that their assignments which were considered short-term assignments were undertaken less than one year (figure 4).

Figure 4 - Survey Respondents'- Length of Assignment



4.4 Findings: Study 1

This section contains a discussion of the reasons provided by the interviewees for their non-traditional expatriate transfers. The interviewees were asked whether their organisations used international assignments and about the extent and purposes of such expatriation. They were also asked about the kind of international work that was performed in their organisations and whether they had engaged in non-traditional expatriate assignments. To identify the reasons for using the assignments, the interviewees were asked to discuss their most recent assignments or the most important assignments in their career. All of the quotations described by the interviewees were transcribed verbatim. Appendix B lists the structured interview questions.

A specific assignment or project appeared to be the main reason for using non-traditional assignments. Six interviewees explained that knowledge or skill transfer was an additional reason for using the assignment. This reason is incorporated into the first reason of the main non-traditional assignments. The incorporation is discussed in Section 4.3.2 in this chapter. The interviewees cited several other reasons. Some of them stated that troubleshooting, maintaining relationships with clients and local managers were the reasons for the use of non-traditional assignments. Finally, gaining international experience appears to be the fourth reason. The discussion of the findings follows.

4.4.1 What are the Underlying Reasons for Using Non-Traditional Expatriate Assignments?

The researcher started the discussion of Study 1 by exploring the reasons for using non-traditional assignments gathered through interview sessions. The majority of the interviewees explained in line with the research definitions, the most important reasons for implementing non-traditional assignments were 1) to implement a specific assignment or project and to transfer knowledge or skill, 2) to maintain relationships, 3) to identify and resolve business or technical problems, and 4) to gain international experience. These reasons are listed in the order of relative importance. In this regard, there was considerably no significant emphasis on the cost aspects of the assignments. As thus, the first proposition of non-traditional expatriate assignments are specific in nature and are used for specialised

purposes are supported. The results are similar to the results of Tahvanainen, Welch and Worm's (2005) study of Finnish human resource managers regarding non-traditional assignments. The researcher presents the extract of interview responses when possible to present a richer explanation of the interviewees' assignments. It is acknowledged that others may interpret the data differently.

4.4.2 Theme 1: To implement a specific assignment or project and for knowledge/skill transfer

The majority of the interviewees stated that they were sent overseas to undertake specific assignments related to the assignments they were doing currently at the headquarters. The assignments explained by the interviewees were varied depending on their levels of management and the industry in which their organisations were competing. The researcher found a notable emphasis on training, projects, and meetings as the main assignments of the interviewees. These assignments were planned to be completed within a short period. "A short period" in this study refers to assignments that take less than 12 months to complete and according to some of the participants, they were highly dependent on the assignment's progress.

The majority of interviewees further explained that their non-traditional expatriate assignments included expanding the company's market, preparing and developing new business plans, leading and participating in major project feasibility studies, taking business trips between 1 and 12 months, or undertaking assignments shorter than 12 months. Leading and participating in actual projects after the initial projects were carried out took between 1 and 12 months, and some took up to three years. Some expatriates also dispersed their company's business strategic plans through meetings. To illustrate, a chief executive officer from a tourism organisation was required to travel to promote his 'product' as an attractive place to visit in a foreign country.

Several interviewees also pointed out that training and meetings were the reasons for their travels. Training is defined as educating technical and operational employees how to do their current jobs better (Kinicki & Williams, 2006). The term 'educating' means that training is one of the channels to transfer knowledge. Meetings appeared to be the other reason for non-traditional assignments explained by interviewees. Thus, a meeting is a channel to disperse knowledge or share knowledge. Therefore, the assignments of training and meetings

are considered as transferring knowledge to local managers or customers. The assignments are methods to transfer knowledge or skills. Therefore, when an organisation sends employees overseas to train local managers or to participate in/conduct meetings, they send them for knowledge or skills transfer reasons as well. The aim is to upgrade or enhance the employees' knowledge or skills. These findings were supported by data that gathered through the online survey (see Table 8) which showed that transferring technical knowledge items has substantially higher support (73.3%) than the other knowledge items such as marketing, distributing, packaging and product knowledge. The reasons why these items were perceived as the least important were possibly because the respondents were not involved directly in them. It was also found that respondents who participated in this study were mostly in managerial and technical positions, which explained the high mean and percentage of managerial and technical knowledge.

A senior level manager of an Australian company said that leading and participating in the early stages of a construction project generally takes 3-9 months to complete. James, a manager who was a global practice leader and has had nearly 20 years of experience in a mining company in Australia, has responsibilities for managing and organising traditional and non-traditional management assignments. He said that the reasons his company sends managers overseas were:

...Leading or participating in major project feasibility studies (lots of these), business trips, 1-12 months assignments. Also needed in early stages or actual of construction projects generally between 3-9 months or some between 1 to 12 months (where expertise was only needed for a short period), some up to 3 years, and installation of...systems for 4-10 week assignments...

The expressions James used such as 'leading or participating' and 'needed in early stages' indicated that non-traditional managers are needed to manage and organise projects overseas. He also explained that non-traditional managers are needed at the early stages of construction projects. This indicates that specific assignments were undertaken mostly for the purposes of providing training and participating in meetings. Thus, one of the reasons for sending non-traditional managers is for leading and participating in projects and for providing assistance in the early stages of construction projects.

In addition, James also mentioned that the length of the assignments usually took less than a year and that some of the assignments could take up to three years. Three years is considered a long-term assignment in this study. This prompts questions such as 'Is the assignment still considered a non-traditional assignment when the completion of a project takes a longer period? Or will the assignment be continued by the same managers until it is completed? Can cost savings still be achieved?' A further study on these matters is needed.

Another interviewee, Ron, also described his assignments as undertaking training and meetings. Ron, a chief engineer in the Asia Pacific region, was in charge of aviation safety and quality inspection in Australia, and he had to travel to South East Asia, UK, North America, and Africa. Ron was a professional and an expert in his field and had worked for more than 10 years in an aviation company. Some of his duties when he travelled overseas were training local managers, handling the aviation safety side, and developing engineering standards:

My overseas assignments were for quality inspection...all aspects of aviation, procedures and policies were handled from manufacturers and also monitor the safety side, provide training courses, develop different training courses and updating the courses. From the engineering side, it involves developing standard, multipurpose trips; attend global meetings, technical meetings and safety meetings. For example one week was used to attend global meeting then technical or the safety meetings for 4 to 6 months...

Since he was an engineer, Ron pointed out that his main non-traditional assignment was handling the safety side of aviation. He also emphasised ‘training courses’ and ‘updating courses.’ These comments show that his assignments were for very specific and regular purposes. Apparently, Ron’s international assignments form part of his job responsibilities at headquarters. Being a senior manager, he has to travel away from his home country 2-3 times a year for durations of between 4-6 months. He travels for meetings and training, which, in this study, are considered specific assignments.

Similar responses came from Chris, a senior corporate trainer from a bank in Singapore, who pointed out that travelling is also part of his job responsibilities. He has 25 years of experience in the banking industry. When asked what his recent non-traditional assignments were, Chris said:

...I flew once a month; if not twice...I had to see clients and did a lot of training in the last 10 years of my career...

Chris’ statement shows a significant indicator that ‘training’ is one of the main reasons for non-traditional assignments. He explained that he ‘did a lot of training,’ which indicated he travelled to fulfil a specific assignment. Since Chris was a corporate trainer in Asia Pacific region, it explains why his responsibilities are to train. His statement regarding flying nearly twice a month shows that he undertook non-traditional assignments. The countries that he travelled to the most were China, Indonesia, and India, and the purposes were mainly for training purposes.

Therefore, a specific assignment (“training”) has been described as the main reason for non-traditional assignments. Since three interviewees mentioned the exact same term, the researcher concluded that training is one of the specific assignments and is one of the main reasons for using non-traditional assignments.

Specific assignments continued to be the main reason for the use of non-traditional managers when five senior international managers from the tourism industry said that they had to travel for specific reasons. The statements below are quoted to highlight the assignments that different types of managers had to undertake, but they are specific in terms of the purposes.

Harry, a marketing manager, had to travel to visit targeted customers:

I travel a minimum of one to two weeks every month, the motives were for attending trade and consumer events, to promote and to be in contact with customers... have to report to headquarters and submit it to management.

Harry's main role was to promote a product. He mentioned that he had to travel every month to attend trade and consumer events. This indicates a very specific assignment that can be undertaken within a short time. Therefore, the assignment falls under the specific assignments criteria of this study.

Hafiz, a junior manager, was a Malaysian GIS analyst who undertook an assignment in Australia. When asked about his recent assignment, he said:

I work here for three months...for a ...project, basically I am needed to calculate areas that are affected by this project and also calculate the compensation to be given to the land owners or government.

Therefore, the young manager was sent to Australia to undertake one particular assignment for a big project. He said 'he was needed to calculate compensation.' In this study, this statement was regarded as denoting a specific assignment or project. When asked whether he had experienced any other assignment before he was sent to Australia, Hafiz said that he had worked in Australia twice in one year and that he was given a 3-month contract each time he went to the country.

A research and development manager from Singapore referred to as 'Chung' commented on non-traditional assignments:

...for short-term they train people, for engineers they usually set up equipment and transfer technology knowledge... regular business travellers are quite common to attend regional meetings, short-term assignment is also important for maintaining relationship.

When asked if he was a non-traditional manager, Chung replied that he was not. However, he mentioned that he travelled to attend meetings mostly in neighbouring countries for days and weeks. Thus, he was a non-traditional manager according to this study's definition of non-traditional managers. The definition was explained to him and he then explained his observations and experience concerning his work with non-traditional

managers and his own assignments. He believed that non-traditional assignments are for training, meeting, maintaining relationships, and thus they are for specific assignments.

Another statement given by a senior analyst from Germany clearly shows that the reason for using non-traditional assignments is for a specific assignment. He said:

I have to meet clients face-to-face...a non-traditional assignment depends on a project...

The expressions 'training,' 'meeting,' 'calculate compensation,' 'meet clients,' 'promote product,' or 'project' given by the interviewees indicate that the managers travelled for specific assignments. Their responses clearly showed that their non-traditional assignments were for specific objectives. Apparently, they remembered their recent or the most important assignments in their career, which were very specific assignments. Most of the assignments described could be completed in a short period.

This reason was themed as 'project and specific assignment' since the assignments undertaken by the interviewees in this study were not necessarily projects. Some of the assignments were part of their routine job responsibilities such as those undertaken by Chris, Ron, and Harry. When several interviewees were asked probing questions about what their meetings were for or what the purposes of their assignments were, the interviewees explained that their presence was required at the meetings since they were the managers responsible for specific projects or since they had to meet with clients and local managers to discuss or negotiate projects.

Overall, the majority of the respondents said that their assignments involved attending meetings, promoting products, negotiating business contracts, and providing training and attending meetings.

Second, promoting products and companies could be required (this assignment was mostly carried out by respondents who were from the tourism industry). The assignees on this kind of assignment travelled overseas regularly (usually 1-2 weeks every month) to one or two countries promoting tourism products and meeting with potential clients. Next, several had to travel to negotiate business contracts with clients or business partners. These kinds of assignments could take days or weeks to finish depending on the project's progress. Several interviewees, notably Hafiz and Jali, were sent overseas specifically for their technical skills. They had to deliver their assignments within 1-3 months. They did not train local nationals but, instead, they were assigned to deliver specific technical assignments during the implementation of their organisations' projects.

Therefore, based on the interviewees' responses, the first main reason for using a non-traditional assignment was for a specific reason that can be completed in a short time. As thus, the first proposition of non-traditional expatriate assignments are specific in nature and are used for specialised purposes is supported. The majority of the interviewees mentioned training and meetings. These two tasks are described as specific assignments. They were incorporated as examples in the first reason for using non-traditional assignments because other specific assignments were also undertaken by the managers (such as promoting, negotiating, handling safety, or delivering technical services) and to show the importance of these assignments as non-traditional assignments. Therefore, by using the evidence gathered through the interviewees' responses and the evidence found from the survey results (Table 8), it can be concluded that the first reason for using non-traditional expatriate assignment is to implement a specific assignment or project and to transfer knowledge or skill. Since transferring skills depicts training purposes, this reason include in the first reason for using non-traditional expatriate assignments. As thus, based on the evidence obtained, the first reason can be termed as to implement specific assignments and transfer skills.

Note that there were training and exposing assignees to international environment, these indicate that the assignees were not just undertaken specific assignments, they were also had the opportunities to gain international experience. Thus, given the definition in this thesis and from the interview findings, the term 'training' was likely to fall under specific assignments. Exposing assignees to international assignment also appeared to be a reason for using the assignments as well.

Theme 1(a): Knowledge and Transferring Skills

The majority of the interviewees explained that they had been sent overseas to transfer knowledge and skills. Most of the interviewees (90%) were in managerial positions. This explains why mostly managerial knowledge was being transferred to subsidiaries and headquarters. When the researcher asked whether the knowledge being transferred was used at the headquarters, they were all of the opinion that the knowledge that was transferred to and used in the subsidiary organisations and that the feedback or responses they received were communicated back to the head office. This knowledge transferred back to head office was then used to develop and improve the company's operations, structures, and strategic plans. They also pointed out that this was a two-way and continuous process.

The knowledge transferred and developed was highly dependent on the nature of their assignments.

The managerial knowledge being transferred included marketing, management, technical and strategic development, training plans, advice, and operational plans. Some of the interviewees also described how they had improved their own knowledge after assignments had been undertaken. Such knowledge included customers' or clients' responses, marketing or management problems, and cultural awareness. Non-traditional expatriates reported that this knowledge not only went back to the head office but also to other locations such as other subsidiaries and environments. For example, a manager from the tourism industry, Hashim, specifically explained how he had learned good customer services skills through observing the customer service he received as a visitor while he was in a foreign country. He realised the importance of customer service in a company and learned how to provide such service more sincerely. The knowledge he acquired was soon implemented in his home country at his organisation.

A manager who worked for an aviation company said that he had to travel to many countries to transfer knowledge, provide training to local managers, and attend meetings. He travelled among Asian Pacific countries to undertake his international assignments and then repeated them after he returned home for about two weeks. He also said that he transferred knowledge to each of the countries where he stopped and that he gained knowledge through interactions during meetings with local managers. An interesting point to highlight is that knowledge was transferred in two directions: 1) from the headquarters to subsidiaries and 2) from the subsidiaries to the headquarters. The managers below cited that one of their assignments was to transfer knowledge or skills.

Chung:

Learning is two ways...transferring knowledge and also learning culture.

Lowe:

The main motive is for program development and to deliver skills for local people to take over...

Hafiz:

I am needed to calculate affected areas for compensation.

James:

Expertise was only needed for a short period...meeting employees who wish to relocate to Australia and from the UK, provide and transfer knowledge, technical knowledge and business systems through direct management roles...

Ron:

There were some needs for people to do some travels to pick up expertise within their functional areas...Knowledge and expertise transfer...

Therefore, based on the discussion earlier, training was defined as specific assignments, which include training, meetings, and particular projects, which indirectly transfer knowledge or skills. Thus, specific assignments and knowledge transfer are interrelated. Due to the relatedness, the first reason for using non-traditional assignment is combined with knowledge transfer or skills.

Additionally, within the non-traditional assignment literature, both Harris (2002) and Tahvanainen, Welch and Worm (2005) contend that skill transfer is the main reason for using non-traditional assignments followed by other reasons such as managerial control, management development to develop an international cadre. Based on the above discussion, the rationale to use non-traditional assignments includes temporarily importing the talent necessary to train local managers and handling needs on a project-by-project basis such as meetings or in the early stages of a construction project.

Based on the evidence presented, the proposition of 'Non-traditional expatriate assignments are specific in nature and are used for specialised purposes' is supported.

4.4.3 Theme 2: Maintaining Relationships

The second main role the interviewees frequently mentioned was that of maintaining relationships. Twenty-two percent of the managers agreed that one of the reasons for non-traditional managers to travel was to meet clients, employees, and local managers and maintain their companies' relationships with them.

One non-traditional assignee had undertaken a few assignments before he returned home: Ron. As described previously, Ron worked as an engineer in an aviation company, undertook a series of assignments, and carried out the same assignments on a regular basis. His assignments included global business meetings, technical meetings, and safety meetings. The several purposes of his series of trips took him between 4-6 months to complete.

Therefore, this non-traditional assignee has multi-purpose assignments and makes a series of trips. In a narrow sense, assignees are possibly able to build and maintain relationships with clients or local managers by meeting them a few times for substantial periods.

In a country where trust, integrity, and personal contacts are major priorities in business negotiations, a manager has to meet with customers or business partners and build good rapport and relationships with them. The interviewees stated that usually this relationship is built by socialising with them. Socialising includes taking business partners and customers out for dinner or drinks, providing funds for promotional purposes, giving gifts, and entertaining clients' children.

Almost all of the respondents stated that information communication technology (ICTs) tools could be used to facilitate communication. However, they also believed that these tools were not equivalent to face-to-face meetings, especially in terms of developing a relationship between business partners, customers, or host country employees. One respondent was sent to a subsidiary specifically to socialise with the local managers. Therefore, building relationships is another important reason for sending managers on non-traditional expatriate assignments.

An assistant professor who worked for a British international university that had a branch in Malaysia said:

I have to be in Malaysia for 20 weeks and in China for 10 weeks...hard to establish relationships if you fly in and out...not enough time to build a relationship and trust...

Even though time is limited to build relationships, many other interviewees said that they had to travel to build relationships with clients and local managers. The interviewees who undertook non-traditional assignments travelled to the same places and possibly met the same people. As thus, they were able to build relationships. For example, Ron mentioned that he had to undertake multi-purpose trips due to his job requirements. He said

For non-traditional managers, they establish connections and continue using them for ongoing roles. Connection made by non-traditional managers is likely to continue to exist for a longer period because their connection is ongoing..

Some variations were mentioned in how relationships were built between non-traditional managers and local managers. Typically, what constitutes a 'relationship' is a company philosophy, but it could be considered a significant network between headquarters and subsidiaries or branches that is important in continuing good rapport, especially bonding between different countries. A corporate manager, Chris, mentioned that he needed to:

Provide entertainment to local managers. train staffs' children... try to create a family network and team...

Interviewees from the tourism industry seemed to place great importance on this reason. For example, Zainal, a chairperson for a tourism organisation in Malaysia, stated:

...I have to build relationships with key people and develop a strategic marketing vision...spent thousands of dollars to create a network...such as providing them air tickets to come here...

Gary, a director in a tourism organisation in Malaysia, said that he had a responsibility to attract clients from the Japanese and Korean markets. To carry out the aim, he had to build relationships with them:

...create relationships through drinking sessions and have to adapt...it is a serious task.

A marketing manager from the same tourism organisation said that he had to meet his customers and needed to have direct contact with them to achieve their company's aims. To build relationships is a crucial task since relationships are useful in maintaining a personal touch in managing a subsidiary company or branch operations. Different ways of implementing these relationships were mentioned. A series of trips, for example, allowed for face-to-face interaction with local managers or clients without requiring the long-term physical relocation of an assignee. Zainal said:

My main assignment is to build relationships with key people and convince them why they need to come here ... the key person is the one who is responsible to tell public such as minister...

Therefore, maintaining relationships was identified as the second reason for using non-traditional assignments since considerable emphasis was given by the interviewees in this study on the importance of maintaining relationships with customers and local staff.

4.4.4 Theme 3: Identifying and Resolving Business and Technical Problems/ Troubleshooting

Theme 4: Identifying and resolving business and technical problems were stated as important purposes for non-traditional assignments as well. In this study, the researcher terms this reason as 'troubleshooting.' The interviewees appeared to travel to identify or solve problems that had been identified prior to their departures. For example,

James described his assignments as:

...troubleshooting business or technical problems, there were many of these as this was the work of the technology group...

Saripa, a sales manager from Indonesia, said:

Every three months, I have to travel to a few countries...have to do it if sales is decreasing and find the reasons...why it happened and have to deal with customers...

Chris stated:

I had to travel overseas...If there was a gap between me and the managers, I have to train them.

Nick was called to:

...remediate the deficiencies in food hygiene ...

Thus, the third reason for using non-traditional assignment is for troubleshooting which aims to identify and solve problems that have been identified earlier by headquarters. The headquarters then send managers to look into the particular assignments. By using survey online responses, 78.4% respondents reported that this kind of assignment was important (see Table 8). The assignment has been stated as 'taking corrective action when company faces important and unexpected difficulties thus it is also termed as troubleshooting.

4.4.5 Theme 4: Gaining International Experience

The statements given by the interviewees showed that regular overseas trips were mostly undertaken to the same countries and some managers mentioned that they gained some international experience. Thus, although the interviewees did not specifically mention that this was one of their reasons to travel for short periods, the assignments provided an opportunity for them to be exposed to international environments. Therefore, an international assignment provides the opportunity for managers to gain international experience.

One indication that suggested that international experience is gained during the implementation of international assignments emerged when the interviewees were asked if they gained knowledge when they travelled overseas. Most of the managers in this study responded positively to this question, saying that they were able to gain knowledge that will enhance their organisations. Responses such as 'oh yes,' 'of course,' and 'absolutely' were common. Ron said:

...always get something...meet different people...

Chris stated:

I learned culture...better if you know basic language ...how to bow...say good morning...

Although the different themes were set out and analysed within the thematic heading that concerned the managers' international assignments, the purposes of the assignments were intertwined with each other. For example, when a manager undertakes non-traditional assignments such as training local managers, they transfer knowledge or skills and they gain some international experience. To illustrate, response 55th in Table 9 (highlighted) shows that there was another reason for the respondent to travel, not only to gain international experience but also to enhance their career. In the response, the respondent stated:

...usually where a key skill or experience is required or alternatively for a Career Development opportunity

Another example, a chief engineer was sent overseas to train local managers because a new procedure had been introduced in the subsidiaries. This indicated that the manager undertook training assignments for troubleshooting purposes since he had to train people due to the new procedures implemented, and that the manager would be exposed to international environments, which would give him new experiences. As the result, he had undertaken specific assignments, engaged in troubleshooting, and gained international experience by the end of his assignment. Thus, if a manager is sent overseas for non-traditional assignments, he or she may serve different purposes and will benefit from the experience, which apparently will enhance his or her international experience and increase the value of their organisation. As such, the reasons for using non-traditional expatriate assignment are related to each other.

4.5 Descriptive analysis of the reasons for using non-traditional expatriate assignments from survey respondents

To obtain more valid data, the researcher developed a questionnaire that listed 19 items of reasons for using non-traditional expatriate assignments based on the three important previous studies of Edstrom and Galbraith (1977), Harzing (2001a), and Tahvanainen, Welch and Worm (2005). The researcher analysed the reasons for using the non-traditional expatriate assignment by using descriptive statistics such as means, standard deviations, and percentages. The reliability coefficients of the items were also calculated using Cronbach's alpha that explained the overall internal consistency or reliability of the items to the sample used in this study (Cronbach, 1951). The alpha was more than .864 and, as such, the instrument was deemed a reliable scale to be used as a scale to measure non-traditional expatriate assignments.

Table 8: The Perceived Importance of Items for the use of Non-Traditional Expatriate Assignments to Respondents (N=61)

	Items	Mea	SD	%
PF	To fill a position when qualified local individuals are not always available or easily trained in developing countries.	3.32	1.33	75
TDM	To develop a manager for positions of responsibility in a company by having the manager do significant amounts of international business even if there were other individuals available. Expatriates were used in order to give them long-term potential international experience.	3.25	1.14	53.4
TMO	To modify and sustain company's structure and decision processes or, mainly, to control and coordinate the subsidiary's operation.	3.1	1.15	78.3
TCA	Taking corrective action when a company faces important, unexpected difficulties/troubleshooting	3.34	1.09	78.4
TAS	Transferring the assignee's skills and solving specific problems.	3.75	.93	86.6
EIE	Exposing the assignee to an international environment in order to give him/her international experience.	3.43	1.20	76.6
TSUB	Training the assignee for future positions at subsidiary.	3.02	1.05	50
THQ	Training the assignee for future positions at headquarters.	3.09	1.17	70
EUM	Ensuring that uniform management and a common reporting system are practised at the subsidiary.	3.22	1.11	80
TSCPP	Transferring a specific company's culture, policies, and procedures to subsidiaries.	3.40	1.19	76.7
IIC	Improving information and communication from headquarters to a subsidiary or from a subsidiary to another subsidiary.	3.32	1.23	78.4
TMARK	Transferring marketing know-how.	2.98	1.32	38.3
TDIS	Transferring distribution know-how.	2.93	1.20	43.4
TPAC	Transferring packaging design/technology.	2.65	1.25	36.6
TPRO	Transferring product design information.	2.90	1.18	45
TPROC	Transferring process design information.	3.29	1.16	78.3
TPURC	Transferring purchasing know-how.	2.57	1.07	78.3
TMGT	Transferring management system and practices.	3.56	1.14	83.3
TTECH	Transferring technical knowledge.	3.23	.35	73.3

Note: 1=Of very little importance, 2= Of some importance, 3= Important, 4= Very important, 5= Of utmost importance. Note: % important indicates that 75% of respondents provided a value 3 or higher for the item.

The mean, standard deviations, and percentages scores for the 19 items are certainly very interesting, with varying levels of importance across the items. All of the items were tapped on a 5-point scale (1 = Of very little importance, 2 = Of some importance, 3 = Important, 4 = Very important, 5 = Of utmost importance). Table 8 shows the results of the important items perceived by respondents. The percentage of importance was calculated by combining the responses 'of utmost importance,' 'very important,' and 'important' or when the respondents selected a value of three or higher. The responses indicated that the item was perceived to be equally as important by non-traditional managers as their non-traditional expatriate assignments. As an arbitrary cut-off, items with a percentage of importance of 75% were considered of 'perceived important.' As such, the reasons are considered very important and can be determined as important reasons.

Transferring assignee's skills and solving specific problems (TAS) has the highest percentage (86.6%) and the transferring packaging design/technology (TPAC) has the lowest percentage (36.6%). The majority of the items show a considerably high percentages that includes the following reasons: transferring management system and practices (TMGT) (83.3%), followed by Ensuring that uniform management and a common reporting system are practised at the subsidiary (80%), improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary (IIC) (78.4%) , taking corrective action when a company faces important, unexpected difficulties/troubleshooting (78.4%), to modify and sustain company's structure and decision processes or mainly, to control and coordinate the subsidiary's operation (78.3%), transferring process design information (78.3%), transferring purchasing know-how (78.3%), transferring specific company's culture, policies, and procedures to a subsidiary (76.7%), exposing assignee to an international environment in order to give him/her international experience (76.6%) and transferring technical knowledge and finally, to fill a position when qualified local individuals are not always available or easily trained in developing countries (75%).

The reasons are summarise based on the relative importance as follows:

1. Transferring an assignee's skills and solving specific problems (86.6%)
2. Transferring management system and practices (83.3%).
3. Ensuring that uniform management and a common reporting system are practised at the subsidiary (80%)
4. Improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary (78.4%)
5. Taking corrective action when a company faces important, unexpected difficulties/troubleshooting (78.4%)

6. To modify and sustain company's structure and decision processes or mainly, to control and coordinate the subsidiary's operation (78.3%)
7. Transferring process design information (78.3%)
8. Transferring purchasing know-how (78.3%)
9. Transferring specific company's culture, policies, and procedures to a subsidiary (76.7%)
10. Exposing assignee to an international environment in order to give him/her international experience (76.6%)
11. To fill a position when qualified local individuals are not always available or easily trained in developing countries (75%)

The low percentages are identified as follows: transferring technical knowledge (73.3%), training assignee for future positions at headquarters (THQ) (70%) and training the assignee for future positions at subsidiary (TSUB) (50%), transferring product design information (TPRO) (45%), transferring distribution know-how (TDIS) (43.4%), transferring marketing know-how (TMARK) (38.3%) and transferring packaging design/technology (TPAC) (36.6%). The reasons are further summarise as follows:

1. Transferring technical knowledge (73.3%)
2. Training assignee for future positions at headquarters (70%)
3. To develop a manager for positions of responsibility in a company by having the manager do significant amounts of international business even if there were other individuals available. Expatriates were used in order to give them long-term potential international experiences (53.4%)
4. Training assignee for future positions at subsidiary (50%)
5. Transferring product design information (45%)
6. Transferring distribution know-how (43.4%)
7. Transferring marketing know-how (38.3%)
8. Transferring packaging design/technology (36.6%)

It is found that the transferring technical knowledge and training managers for future positions at headquarters are seen as less important as indicated by the percentages of less than 75%. The items that show a percentage of less than 70% are mostly under knowledge characteristics item such as transferring product design information, distribution know-how (43.4%), transferring marketing know-how (38.3%) and transferring packaging design/technology (36.6%). The knowledge characteristics show that managers transferred specific knowledge to subsidiaries or branches. As the knowledge characteristics are very specific, the items are fall under a reason of transferring specific assignments. The definition of specific assignments that has been developed from the interview sessions (that is the

implementation of a specific project that involves attending meetings, training, setting up initial business operations, promoting product and company, negotiating and for knowledge and skills transfer) fits the descriptions of each assignment that were perceived important by the online survey respondents. . The survey findings are further discussed in chapter 5 where they are discussed together with the interview findings. Conclusions about the reasons for using non-traditional expatriate assignments are also presented in the chapter.

4.6 Survey respondents' responses on the reasons for using non-traditional expatriate assignments

The aim of this section was to describe the reasons for using international assignments from the online survey through open-ended question stated in the research questionnaire. Table 10 shows the responses given by the respondents regarding the reasons for using non-traditional assignments. No changes were made to their responses except for spelling corrections. However, to generate the conclusive reasons for using the assignments, the responses were coded according to the research definitions (which were developed by using interview data and from the literature). Based on the data gathered through the open-ended question in the survey, the questions required respondents to select their most important or relevant non-traditional expatriate assignments which were undertaken in less than a year. Then they were requested to answer the rest of the open-ended questions by referring to these assignments. A note at the beginning of the questionnaire reminded the respondents that they were required to select the most recent and important non-traditional expatriate assignments in their career. The responses analysed by using themes obtained in the interview. Almost all of the respondents (98.4%) were the assignees during the implementation of the selected international assignments. Only one respondent (1.6%) stated that he was not the assignee but the manager responsible for managing the assignments.

The table shows that the majority of the respondents said that they had undertaken specific assignments, which were then defined as delivering a specific assignment or project. Such assignments involve attending meetings, training, setting up initial business operations, promoting a product and company, negotiating; and providing technical advice and transferring knowledge or skills. A considerable number of respondents stated that training was their main reason for travelling overseas. Maintaining and strengthening relationships was the second most common reason mentioned and included meeting and socialising with clients, customers, or local managers. Third, troubleshooting (which was defined as

identifying and resolving business or technical problems) was identified. Finally, gaining international exposure emerged as being important to a few organisations

The responses were further analysed by investigating the length of the assignment in order to obtain findings that were more conclusive. Table 9 shows the result of the length responses after a frequency analysis was conducted. The assignment length is an important decisive factor of non-traditional assignments and the length of the assignments results are stated in this table.

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Table 9: Frequency Analysis Regarding Length of Assignment		
Length of assignment	Frequency	%
1 day to 30 days	11	18.0
Less than a year	27	44.3
More than 1 year less than 3 years	7	11.5
More than 3 years	4	6.6
Total	49	80.3
No response	12	19.7
Total	61	100

Based on the responses given by the survey respondents, there are four themes identified namely specific assignment or projects, maintaining relationships, identifying and resolving business problems and gaining international experience. The first theme was developed due to most of the responses given were for specific assignments, works or projects (75.4%). The second theme is maintaining relationship which mentioned by 6.6% of the respondents. In their responses their stated that handling public relations and ensuring people were look after, these short statements were perceived or transcribed as maintaining relationships. Troubleshooting was the third theme developed by transcribing it from statements such as 'undertake work mainly to avoid collision between air craft', provide advice and support to a division that was struggling' (Table 10). The assignments were perceived as identifying a problem and solve the problem. Finally, gaining international experience is a theme that is developed through statements such as 'undertake career development opportunity' and 'gain exposure and experience in industry'. The summary of the responses is presented in the table below.

Table 10: Non-Traditional Expatriate Assignments Stated by Survey Respondents

Assists Offices In Peak Periods By Sharing Resources (SA)
Provides Company Support And Counselling (MR)
Handles Baggage Handy System (SA)
Bring Indonesian Staff To Australia To Be Trained In Plant Techniques Ready For The Commissioning Of A NePlant To Commence In Indonesia This Year (SA)
Undertakes Business Improvement (SA)
Handles Customer Service (MR)
Delivers Training (SA)
Handles Development And Evaluation Of New International Business Footprint (SA)
Undertakes Development Of Feasibility Assessment For New Location (SA)
Undertakes Development Of The Nation (SA)
Handles Dual Objectives Of Completing A Defined Piece Of Work And Development For Employee (SA)
Ensures People Are Looked After Within The Organisation (MR)
Handles Functional Leadership And Advisory Services In Support Of Business Build Out (SA)
Undertakes Business (SA)
Gains Exposure And Experience In Industry And To Address A Particular Processing Problem At Host (GIE/TS)
Integrates Resort Management In East Timor (SA)
Introduces SAP System (SA)
Learns Development And Up Skilling Of Management At A Location(SA)
Manages Airport Operation And Passenger Movement (SA)
Manages Airport Operation And Safety Air Craft Operation(SA)
Manages And Upgrade Public Information Source (SA)
Manages Property, Human Resources And Productivity (SA)
Manages Management Of Project (SA)
Manages Assistants For A Project (SA)
Mentors And Trains Staff (SA)
Handles Overseas Project (SA)
Handles Terminal Operation And Management, Terminal Ground Operation And System (SA)
Processes Project Work For Global Business Units (SA)
Produces Workforce Plan For The Middle East Region (SA)
Handles A Project Role – Fabrication (SA)
Provides Advice And Support To A Division That Was Struggling (TS)
Provides Separation Between Air Craft (SA)
Provides Solutions, Supports For IT Storage Infrastructure (SA)
Handles Public Relation (MR)
Undertakes Research The Prospect Of Migrating Technology Platform To UK Market (SA)
Reviews Of Operating Procedures (SA)
Safety And Eypnditiousotain Traffic (SA)
Set Up A QM System In Food Control (SA)
Set Up An Office (SA)
Handles Soil Stabilisation (SA)
Supports Client Having Technical Difficulties (TS)
Manages Talent And Organisation Mapping Exercise (SA)
Manages Technical Sales And Marketing Of Raw Materials Being Mined And Shipped From Australia (SA)
Undertake Work Mainly To Avoid Collision Between Air Craft (TS)
Manages Management Of New Hotel (SA)
Establishes, Advise/Implements A Program To Upgrade/Maintain The Police National Timor Leste Principle Police Training Centre In Dili (SA)
Manages A Mining Project (SA)
Recruits Expatriates From Botswana To Our HR Branch (SA)
Supervises Air Traffic Control Officers Providing Air Traffic Control Service Following Rules And Regulations To Achieve Safe, Orderly And Expeditious Of Air Traffic (SA)
Supervises Safe Operation Of Airport (SA)
Trains Workers In Shoe Making Industry (SA)
Undertakes A Construction Project (SA)
Undertakes A Specific Project (SA)

Updates Bank Accounts Of The Customers (SA)

Undertakes Career Development Opportunity (GIE)

Undertakes Few Non-Traditional Expatriate Assignments At Different Times (undetermined)

*Note: SA=Specific Assignment/Project; MR = Maintaining Relationships; TS=Troubleshooting;
GIE=Gaining International Experience

Table 11: Reasons for using non-traditional assignments given by survey respondents

Reasons	Frequency	%
Specific assignment/project	46	75.4
Maintaining relationships	4	6.6
Troubleshooting	4	6.6
Gaining international experience	2	3.3
No response	5	8.2
Total	61	100

One of the important aims of this study is to a guideline for recruiting, training, and compensating non-traditional expatriates. Using the sources from 23 interviewees and 61 online participants, the reasons for/uses of non-traditional assignments were identified. It was found that 8 important reasons were gathered statistically and four important reasons were gathered through in-depth interviews. All of the assignments were selected since the participants viewed them as important.

In 75.4% of the responses, the interviewees stated that their overseas transfers were for very specific assignments such as undertaking projects and for varieties of specific jobs such as handling baggage systems, undertaking a business improvement project, delivering training, and introducing new systems. The survey participants perceived that the most important assignment was to transfer knowledge. Therefore, the specific assignments were to deliver knowledge, particularly the knowledge stated earlier such as managerial knowledge. Further, the knowledge transfer direction results indicate that the majority of the survey participants said that they transferred knowledge and skills to a subsidiary company (% important = 88.2%).

More than 70% of the survey respondents perceived that transferring process design information, transferring purchasing know-how, transferring a specific company's culture, policies, and procedures to subsidiaries, transferring product design information,

transferring marketing know-how, transferring packaging design/technology, and transferring product design information as their important assignments. These assignments aim to transfer or to deliver organisational information in terms of management, marketing, rules, and regulations. The knowledge is organisational important information that needs to be channelled into subsidiary's offices and it appears that non-traditional expatriates are used to deliver this knowledge. Therefore, based on the evidence gathered in this study, the reason for using a non-traditional expatriate assignment is to transfer knowledge of management, marketing, organisational rules, systems, and technical items through training, supervision, and management practices in a project.

Second, the interviewees perceived that maintaining relationships (6.6%) and troubleshooting (6.6%) were important in their overseas assignments. Troubleshooting is to solve a particular problem faced at a subsidiary. A few interviewees stated this clearly when they said that they had to support clients who had technical difficulties, undertake work to avoid collisions between aircraft, address a particular processing problem at a subsidiary, and provide advice and support to a division that was struggling. All of these assignments show that the problems were either regular problems or newly identified situations that needed parent corporations managers to handle them.

The interviewees put some importance on gaining international experience when asked about their international assignments. This was an important agenda when they met clients and local managers (3.3%). The survey respondents mentioned this assignment as part of their main assignments as well.

Given the survey responses were mainly for the four different reasons, it shows that there is consistency in the respondents and interviewees' responses. In the next section, the empirical analysis is presented by themes according to their importance. The themes reflect the reasons for sending managers on non-traditional assignments based on the themes gathered through the survey and interview responses.

Overall, the managers in the group of less than 30 (10%) and the age group between 39-49 years old (19%) perceived that exposing assignees to international environment was important. In the 40 years old and above group, 26% of the managers perceived that transferring assignees; skills and solving problems were important. Senior level managers placed importance on knowledge transfer particularly organisation procedures and policies knowledge (38%) whereas middle level managers considered gaining international experience was more important and solving specific problems. In respect to gender factor, female managers perceived importance on controlling that is transferring company's culture,

policies and procedures to a subsidiary (40%). Male managers emphasised managerial was the most important. This shows that the junior managers perceived that gaining international is important in their career and it would increase their values to their organisations. More senior managers believed transferring knowledge was more beneficial as most probably they have gained international experience and skills; as thus, they were selected to undertake non-traditional assignments for their skills.

4.7 Is the Aim of Non-Traditional Assignment to Cut Costs?

As stated earlier, the cost aspect was emphasised in the literature and in interview sessions. However, according to some interviewees, the cost seemed to be very important while others mentioned that it was not. As thus, the second preposition of 'in a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments' is not supported.

Charles, a long-term expatriate manager, worked as a regional operation manager for seven years in the energy industry. He gave his professional opinion about non-traditional assignments. He noted that traditional assignments were expensive and that, in order to manage cost more effectively, non-traditional assignments were better. He said:

With regard to the use of non-traditional expatriate, I personally am not seeing this as a significant growth. What companies are doing is attempting to manage cost. Thus if we can avoid a 'permanent' placement, and can manage it on a short duration placement, then that makes good business sense. Also, expats are almost always expensive relative to locals, so the long-term aim should always be to grow local talent. That may even be stipulated in terms of agreement with the host government. If there is a 'short-term' overseas assignment, it can be more cost-effective to employ a short-term contractor (STC) on expat terms in that position. If you only need the position for a year, it is better to use this deliberate short-term rather than the historical permanent posting.

A clear phrase indicating that cost is important was embedded in the first statement given by Chung, a manager from a research and development organisation who frequently flew to Asian countries to attend meetings. He said:

...use video conferencing to save cost...

The second statement regarding the importance of cost came from Chris. Similar to the previous statement, he indicated that the use of non-traditional assignments was for cost saving purposes.

...company needs to compete faster, better and cheaper.....strong competition means company has to face challenges... training shorter, learning time just two or max three days... short-term assignment is demanded as such... shorter time and cheaper...'

Although cost saving has been identified as one of the important reasons for non-traditional assignments, the indications were that cost was not the only concern of some organisations. Ron said:

.....functionalise business line is the big thing driving it.... high degree of functionalisation and specialisation with the affiliates....some of these business lines need people to do some travels to pick up expertise within functional areas...when merger and acquisition occurred, the decision to move to global business line, generated a lot more non-traditional activities because the organisation has to communicate and needs to know each other...my organisation always not being restricted on travel or cost...

This organisation did not put cost savings as the main purpose for sending non-traditional managers. Instead, it is concerned with completing an assignment effectively and efficiently. One of the participants also gave an indication that non-traditional assignments were not cheap. The next statement was gathered unintentionally when an email was sent to potential respondents inviting them to participate in the survey. This statement was particularly insightful and was given by Agnes, a human resource director.

I am the Director of HR so I am responsible for organising the assignments. As we are part of a global company, we don't use a short-term model - it's just too expensive. All our overseas ex-pat assignments (and they mostly come this way rather than going the other way) are for 3-year periods.

An important implication can be drawn from the interviewees' explanations- namely that: neither the length of the assignments nor their cost were important. The assignments were carried out if the needs existed to implement them and would be continued if the assignments were not able to be completed within the period allocated. Therefore, the completion of the assignments possibly took longer. Apparently, some of the non-traditional assignments described were undertaken over more than 18 months but they took less than 3 years to complete (referred to in a statement made by James). When probed for more explanation regarding some of the assignments that had taken more than a year to complete, James said that his company did not have a specific length for non-traditional assignments. He added that managers were sent overseas if it was necessary, such as if projects were being implemented and needed the managers to be there to handle or manage the projects or to solve problems that had occurred.

However, the emphasis on the importance of the length of non-traditional assignments is embedded in the next statement of the director of a large company located in the United States, which had several subsidiaries in the Asia Pacific region. The director said:

...if you can't do it within a week or so, it's not gonna work...

This evidence shows that the non-traditional assignment length is perhaps not a major concern but, as the rule of thumb, if assignments are undertaken within short periods, the cost of accommodation, insurance, and compensation such as allowances or transportation possibly can be reduced. As thus, although the length is not a major concern for using non-traditional assignments, reducing the length is one way to save costs.

Another interesting finding from the interviews was that most of the interviewees in this study explained that their assignments overseas were similar to the assignments they were currently undertaking in their home countries. They were needed overseas for a short period mostly because they were undertaking these duties as their daily assignments in their home countries. Ron clearly stated that:

My overseas assignments were for quality inspection...all aspects of aviation, procedures and policies handled from manufacturers and also monitor safety side, provide training courses, develop different training courses and updating the courses.

The assignments that he had undertaken were similar to his current job in the home country as a chief engineer, particularly regarding the safety aspects. The fact that he was needed in subsidiaries was mainly due to his skills. This explains the reasons why he had to carry out training courses (to transfer skills).

Proposition 2: *In a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments.*

The second proposition that is in a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments, the evidence shows that this proposition is not supported.

4.8 The Use of Information Communication Technology (ICTs)

Since this study is an exploratory study, the information communication technology factor is also investigated, however due to a small sample size obtained, the uses of information communication technology (ICTs) was only a minor research aim.

During the interviews, the researcher asked a question about the use of ICTs in non-traditional assignments. After several interviews were conducted, all of the respondents agreed that the use of ICTs was very important. However, it appears that its use is limited to facilitate the non-traditional assignments only and that ICTs cannot be used solely to implement the assignments. The statements below were obtained from the interviewees on the use of ICTs:

Chung said:

Technology can't replace face-to-face and staff flying overseas need to know culture, government and whole procedures...

Chris emphasised the implementation of ICTs

The use of ICTs is very high. I am expected to download data and use a lot of online applications...use skype but use it to replace trust, relationship and integrity.

Adolf, a senior analyst from Germany, said:

I did auditing for American companies, communicated with headquarter every six months using video conferencing...

Many interviewees mentioned using video conferencing to communicate with customers or local managers but specifically mentioned that they still needed to travel to meet customers or local staff. Therefore, although non-traditional managers use advanced ICTs, they still have to travel overseas to meet customers or local managers. The interviewees stated that ICTs cannot replace face-to-face communications and is not appropriate or not sufficient to be used to build relationships and trust. The researcher concludes that, although ICTs is advanced and is used widely by non-traditional expatriates, it cannot replace a physical presence at subsidiaries or branches.

4.9 Findings: Study 2: The Difference between Traditional and Non-Traditional Expatriate Assignments based on descriptive statistics.

The aim of this section is to answer Research Question 2: 'Do the roles performed by non-traditional expatriates differ from those reported in the traditional expatriate assignment management literature (position filling, knowledge transfer, management and organisation development or control and coordination)?' In order to investigate the aims of Study 2, descriptive statistical analyses were carried out to get the means and standard deviations of the items. Since the previous studies of Edstrom and Galbraith (1977) and Tahvanainen, Welch and Worm (2005) were both qualitative studies, Harzing's (2001b) study was the only study that provided quantitative data for comparison. The qualitative studies are compared and discussed further in this chapter.

The data were scaled on a Likert-type scale with a range from 1 (of very little importance) to 5 (of utmost importance). The means and standard deviations from Harzing's (2001b) study items were compared with those in this study since the scales used were the same. The items being investigated in this study were 'to fill a position when qualified local individuals are not always available or easily trained in developing countries,' 'training the assignee for future positions at subsidiary,' 'training the assignee for future positions at headquarters,' 'ensuring that uniform management and a common reporting system are practised at subsidiary,' 'transferring a specific company's culture, policies and procedures to subsidiaries,' and 'improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary.' The comparison of the items was based on expatriate assignments undertaken at subsidiary levels.

Descriptive statistical analysis was conducted to identify the differences and similarities between Harzing's (2001b) findings and the findings of this study. Table 18 shows the average of importance of Harzing's study and the current study and the t-test analysis results for each assignment. Six items showed statistically significant differences in scores which means that a few differences exist between non-traditional and traditional assignments. Only one item shows statistically insignificant differences: 'improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary' or known as an item under control and coordination item by Harzing (2001b).

4.10 Harzing's (2001) Study

Harzing's (2001b) work regarding expatriate reasons for transfer is one of most cited studies in the research discussing expatriate transfer. The author cited Edstrom and Galbraith's (1977) reasons for transfer and re-termed the third reason as 'control and coordination.' She also added a new reason into her findings-: knowledge transfer-which was incorporated into the first reason of position filling (Harzing, 2001b).

Harzing's (2001b) quantitative study focused on identifying why multinational corporations send out expatriates. The results were gathered from 217 subsidiaries of MNCs from 9 home countries located in 22 host countries. The sample was 217 human resource managers and chief executive officers from subsidiary levels. Of this number, over one-half were local managers, one-third were parent country nationals, and the balances of 15% were third country nationals. Due to a low number of responses from the headquarters level, the author focused her study on the subsidiary level. A mail questionnaire was used to gather data. The questionnaire contained 56 questions, which mostly were closed-ended questions. The response rate reported was 20% and it was calculated by dividing the number of positive responses (287) by the number of deliverable questionnaires (1765). The exact response rate was 16.2%. The respondents were asked to assess the importance of each of the reasons on a scale from 1 to 5 ('of very little importance' to 'of utmost importance').

In Harzing's (2001b) study, position filling, management development, and coordination and control are identified as the main reasons for transfer. Since Harzing's (2001b) empirical study collected data mostly from the subsidiary level (similar to this study), the comparison was carried out at the subsidiary level. Harzing's (2001b) study shows the mean and standard deviations results of each reason identified: position filling items (technical knowledge transfer: $m=3.29$ $SD= 1.13$, no locals $m=2.32$ $SD=1.28$), management development items (training for headquarters: $m=2.69$ $SD= 1.19$ training for subsidiary: $m=2.59$ $SD=1.16$), and coordination and control (direct expat control: $m=2.26$ $SD= 1.24$, transfer culture: $m= 2.67$ $SD= 1.15$, coordination and control $m=3.08$ $SD=1.28$)(refer to appendix A(i)). Appendix B shows the study's research questions that were used to identify the reasons for international transfer. The same questions were adapted in this research but testing different responses from expatriates.

The next section presents the differences between the reasons found in Harzing's (2001b) study as described by 217 traditional managers from the subsidiary level and the reasons found in this study that used 61 non-traditional managers who were also from the subsidiary level. The results provide the differences between traditional and non-traditional

expatriate assignments in terms of investigating the importance of each assignment (Appendix A (i)).

In this study, t-values were used to identify the differences between traditional and non-traditional groups is significant or not significant (shown in Appendix A (i)). ETA squared is used to obtain the effect size and to provide theoretical interpretation of how much the differences' effect of each item. The guidelines proposed by Cohen (1988) were used to interpret the ETA squared values. According to Cohen (1998), an ETA squared value of .01 has a small effect, .06 shows a moderate effect, and .14 has a large effect. The statistic method indicates the proportion of variance of the different variables. The formula for ETA squared is:

$$\eta^2 = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

As thus, replacing it with the appropriate values for each assignment in this study, the results are presented in Figure 4.

Figure 5: ETA Value

Use of Expatriate Assignments	η^2
PF-Knowledge Transfer	.10
PF-No Locals	.09
MD- Training for Headquarters	.01
MD-Training for Subsidiaries	.02
CC-Direct Expatriate Control (Specific Policies and Procedures)	.09
CC-Transfer Culture	0.6
CC-Improve Info Channels	.006

Note: the Eta value is used to show whether the difference effect is small or large

Using Cohen's (1988) interpretation; .01= small effect, .06 = moderate effect, .14= large effect

An independent-samples t-test was conducted to compare the expatriate assignments for non-traditional and traditional expatriate managers. Regarding *the knowledge transfer (PF)* assignment, there was a statistically significant difference in the

scores for traditional expatriate assignments and non-traditional expatriate assignments. The Eta squared was .10 and it is considered the effect was quite large. The assignment of *filling a position when there is no local available (PF)* was statistically significant ($p < .0001$). The Eta squared was moderate ($\eta^2 = .09$). The *training for headquarters (MD)* assignment showed a significant difference in the scores for the different groups of assignments: the size effect was very small ($\eta^2 = .01$). The *training for subsidiaries (MD)* assignment also showed that there was a small effect ($\eta^2 = .02$). The *direct expatriate control (CC)* assignment shows a significantly different score as shown in Table 18 ($p < .001$). The magnitude of the difference in the means (mean difference = -.96) had a moderate effect ($\eta^2 = .09$). The *transfer culture (CC)* assignment showed a statistically significant difference: ($p < .0001$). The magnitude of the difference in the means (mean difference = -.73) had a moderate effect as well ($\eta^2 = .06$). Finally, the *improve information channel (CC)* assignment showed a very small effect ($\eta^2 = .006$).

The t-test results have shown statistically significant results for all of the assignments except for control and coordination, particularly to improve the information channel. As such, significant differences exist between traditional and non-traditional expatriate assignments by calculating the Eta squared value. From the results of this study, it appears that only controlling assignments show some possible similarities since the difference effect was very small. Chapter 5 contains a detailed discussion of these findings.

Proposition 3: *In non-traditional expatriate assignments, there are similarities and differences with traditional expatriate assignments.*

Based on the analysis conducted by using percentages, means, standard deviations, t-test and Eta value, this proposition is supported. The similarities between the two assignments are in terms of the reasons of knowledge transfer, position filling, and management development. Both expatriate assignments are for transferring knowledge (by providing training, meetings or discussions) and filling positions. The differences appear to be that the knowledge intended to be transferred is more specialised in non-traditional assignments and more general in traditional assignments.

Next, position filling appears to be undertaken during the non-traditional assignments being implemented but, unlike the traditional assignment, it does not appear to be permanent or for a long period.

Proposition 4: *In situations where there are differences in the roles of non-traditional expatriate assignments and traditional expatriate assignments, it is not possible for non-traditional expatriate assignments to replace traditional expatriate assignments.*

Previous research has claimed that some of organisations have turned their attention to new alternatives in expatriation. However, the percentage of the utilisation of traditional expatriate managers appears to be the same although the assignment's alternatives are being utilised as well (Harris, 2002). A question arises as to 'Why are the traditional expatriate assignments still in use when the alternatives are claimed to be more cost and time efficient?' Further, it was reported that the non-traditional assignment may replace the traditional assignments (Collings, Scullion & Morley, 2007). As the evidence in this study has shown, the non-traditional expatriate assignment cannot yet be replaced by traditional expatriate assignments. First, the non-traditional assignment exists to serve different purposes as explained earlier. This explains why the empirical results reported that the usage of traditional expatriate assignments is increasing as well as the usage of the non-traditional expatriate assignment (Harris, 2002). Second, understanding a foreign culture is the main approach to succeed in international business. To gain an in-depth understanding of a culture, a long-term participation or socialisation between foreign and local managers is necessary. Through the non-traditional assignment, a manager might only be able to understand the external or basic cultural behaviour. The traditional assignment is designed to socialise the expatriate with the local community so that business operational functions or human resource practices can be undertaken. Accordingly, controlling appears to be the main reason for using traditional expatriate assignments.

The evidence gathered in this study shows that the non-traditional expatriate assignment's main reasons are for different aims: transferring specialised skills, developing managers, solving problems, and maintaining relationships. It was found that there are differences between the assignments. As the result, organisations use the two types of assignment for different purposes depending on their operational business needs.

4.11 Findings: Study 3: The Relationships between Assignees' Backgrounds and the Perceived Important Reasons for Using Non-Traditional Assignments.

This study addresses Research Question 3: 'what is the relationships/if any between the non-traditional expatriate managers' backgrounds (age, gender, managerial level) with their perceived importance of the use of non-traditional assignments?' This question was answered using descriptive statistics crosstabs to ascertain the relationships between the two variables. The survey participants were asked to determine the importance of their overseas assignments and knowledge transfer directions. The scale used is as follows: 1=of very little importance, 2= of some importance, 3= important, 4= very important, 5= of utmost

importance. The respondents who chose a value of 3 or higher indicated that they perceived that the assignment in question is important. The backgrounds of respondents of age, gender and managerial levels were analysed due little empirical study that examine this area. Additionally, it is able to explore the non-traditional expatriate assignments according to the assignees' background which possibly bring about different assignments would be undertaken by different assignees' backgrounds. It is important to mention that due to the small sample size gathered, the variables of age, gender and managerial levels were the ones that have been analysed due to varied ranges of respondents' ages obtained as well as the managerial levels. Gender is also an important variable to analyse; as it also plays important role in determining the types of assignments would be undertaken by male or female.

This section explores the relationships between respondents' backgrounds and reasons for use of non-traditional expatriate assignments. The study considered that the perceived importance assignments by assignees were when assignees selected important, very important and utmost importance.

As stated earlier, the perceived important reasons for using non-traditional expatriate assignments found in this study were:

1. Transferring an assignee's skills and solving specific problems (86.6%)
2. Transferring management system and practices (83.3%).
3. Ensuring that uniform management and a common reporting system are practised at the subsidiary (80%)
4. Improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary (78.4%)
5. Taking corrective action when a company faces important, unexpected difficulties/troubleshooting (78.4%)
6. To modify and sustain company's structure and decision processes or mainly, to control and coordinate the subsidiary's operation (78.3%)
7. Transferring process design information (78.3%)
8. Transferring purchasing know-how (78.3%)
9. Transferring specific company's culture, policies, and procedures to a subsidiary (76.7%)
10. Exposing assignee to an international environment in order to give him/her international experience (76.6%)
11. To fill a position when qualified local individuals are not always available or easily trained in developing countries (75%)

However, based on the exploratory factor analysis (EFA) conducted (the details of how the analysis of these three factors obtained is shown in Appendix A), there were only three factors that are considered the most important reasons. The factors consist of six items. The factors are problem solving, knowledge transfer and management development.

The items of the three factors are as follows;

1. Problem solving- Transferring an assignee's skills and solving specific problems (86.6%)
2. Knowledge transfer- Transferring management system and practices (83.3%), transferring process design information (78.3%), transferring purchasing know-how (78.3%) and transferring specific company's culture, policies, and procedures to a subsidiary (76.6%),
3. Management development - Exposing assignee to an international environmental order to give him/her international experience (76.7%)

Based on the findings found on the perceived important reasons for using the assignments; each of these assignments' relationships were analysed with expatriates' different backgrounds.

There are a few important findings obtained in regards to the relationships between perceived important reasons and managers' backgrounds. The backgrounds of expatriates being investigated were the age, managerial levels and gender.

A) The relationships between age and the identified non-traditional expatriate assignments

Senior managers (50 years and above) perceived that the most important reasons for assignments are transferring knowledge, skills and taking corrective action unlike the managers who were aged less than 40 years old who considered that exposing assignees to international environments was more important. Of six young managers who were under 30 years old, five perceived that exposing to international experience was important. It can be speculated that younger managers aim for career development while senior managers focus on knowledge transfer. Therefore, all assignees regardless of their ages perceived that non-traditional expatriate assignments were important, only the relative importance perceived by different age groups showed some significant differences.

B) The relationships between managerial levels and the identified non-traditional expatriate assignment.

Fifty four percent of the senior managers participated and 46% were from middle management. In terms of managerial levels, it shows that the senior managerial level placed more importance on certain assignments. Table 23 shows that these managers placed importance on transferring specific company culture, policies and procedures to subsidiaries (53%). The middle managers perceived exposing assignees to international experience was more important (57%) factor. Based on the figures, it can be speculated that middle managers were looking for career development by working aboard. A top managerial level managers, they perceived that controlling (consists of transferring company's culture,

policies and procedures as defined by Edstrom and Galbraith (1977) and Harzing (2004)) was the most important factor.

C) The relationships between gender and the identified non-traditional expatriate assignments

It is important to note that majority of the respondents in this study were male. More than 65% of the male managers placed importance on the assignment of transferring skills and solving specific problems. The female managers perceived that among all the reason for assignments, transferring specific company's culture, policies and procedures to subsidiary (50%) was the most important.

4.11.1 The relationships between age and the identified non-traditional expatriate assignments

Table 12: Crosstab analysis between age and transferring assignees' skills and solving specific problems

		Transferring assignee's skills and solving specific problems				Total
		Of some importance	Important	Very important	Of utmost importance	
Age	Less than 30	2 4%	1 2%	1 2%	2 4%	6 12%
	30-39	1 2%	1 2%	7 14%	1 2%	10 20%
	40-49	1 2%	3 6%	8 16%	2 4%	14 28%
	50 and above	2 4%	4 8%	10 20%	3 6%	19 39%
	Total	6 12%	9 18%	26 53%	8 16%	49 100%

The majority of the managers said that the transferring assignee's skills and solving specific problem was important (87%). Of them, 8% managers were from the less than 30 years old group, 18% managers were from the 30-39 years old group, 26% were from the age 40-49 group, and 34% of them were from the 50 years and above group.

Table 13: Crosstab analysis between age and transferring managerial knowledge

		Transferring and developing managerial knowledge				Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance
Age	30-39	0 0%	1 8%	1 8%	0 0%	0 0%
	40-49	0 0%	0 0%	1 8%	2 14%	1 8%
	50 and above	1 8%	0 0%	1 8%	3 23%	2 15%
	Total	1 8%	1 8%	3 23%	5 38%	3 23%
						13 100%

As shown in Table 13, 84% of the managers said that transferring managerial knowledge was important. Of this percentage, the 50 years and above group of managers was the highest group that perceived that this knowledge was important (46%).

Table 14: Crosstab analysis between age and transferring process design knowledge

Age		Transferring process designs information.					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Less than 30	0	1	1	1	2	2	6
		0%	3%	3%	5%	5%	16%
30-39	1	1	1	2	2	1	7
		3%	3%	5%	5%	3%	19%
40-49	3	1	1	1	3	3	11
		8%	3%	3%	8%	8%	30%
50 and above	3	2	3	5	3		16
		8%	5%	8%	13%	8%	42%
Total	7	5	7	12	9		40
		17%	13%	17%	30%	23%	100

The majority of the managers said that the transferring process design knowledge assignment was important (70%). Of them, 13% managers were from the less than 30 years old group, 13% managers were from the 30-39 years old group, 19% were from the age 40-49 group, and 29% of them were from the 50 years and above group.

Table 15: Crosstab analysis of age and transferring purchasing knowledge

Age		Transferring purchasing knowledge					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Less than 30	0	1	3	1	0		5
		0%	3%	9%	3%	0%	15%
30-39	2	1	2	0	0		5
		6%	3%	6%	0%	0%	15%
40-49	4	1	0	1	2		8
		12%	3%	0%	3%	6%	23%
50 and above	6	2	2	6	0		16
		18%	6%	6%	18%	0%	47%
Total	12	5	7	8	2		34
		35%	15%	20%	24%	6%	100%

Table 15 shows that 50% from all age groups said that the use of non-traditional expatriate assignments for the purchasing know-how knowledge assignment was important. The group of 50 years old and above group scored the highest percentage that said this assignment was important (24%).

Table 16: Crosstab analysis between age and exposing assignee to an international environment

		Exposing the assignee's to international environment					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost important	
Age	Less than 30	0	1	3	0	2	6
		0%	2%	6%	0%	4%	12%
	30-39	1	0	2	3	4	10
		2%	0%	4%	6%	9%	21%
	40-49	1	2	2	3	6	14
		2%	4%	4%	6%	13%	30%
	50 and above	2	6	4	4	1	17
		4%	13%	9%	9%	2%	37%
	Total	4	9	11	10	13	47
		9%	19%	23%	21%	28%	100%

The group of 40-49 considered exposing assignee to international experience as an important assignment (23%). The second group that perceived this assignment was important were younger managers (less than 40)(29%). The 50 year old and above managers and the less than 30 years old group said that this assignment was important as well (20%).

Table 17: Crosstab analysis between age and transferring company's culture, policies and procedures to subsidiaries

		Transferring specific company's culture, policies and procedures to subsidiaries.					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost important	
Age	Less than 30	0	1	3	2	0	6
		0%	2%	7%	5%	0%	14%
	30-39	1	2	1	2	0	6
		2%	5%	2%	5%	0%	14%
	40-49	2	1	3	2	3	11
		5%	2%	7%	5%	7%	26%
	50 and above	2	1	3	7	6	19
		5%	2%	7%	17%	14%	45%
	Total	5	5	10	13	9	42
		12%	12%	24%	31%	21%	100%

The majority of the managers (76%) said that this was an important assignment in their overseas job. Of all the managers' age groups, the highest group who perceived that this assignment was important was the senior managers of 50 and above (38%).

4.11.2 The relationships between managerial levels and the assignments

Table 18: Crosstab analysis managerial level and transferring assignee skills and solving specific problems

		Transferring assignee skills and solving specific problems			Total
		Important	Very important	Of utmost importance	
Managerial level	Top	5 10%	11 22%	7 14%	23 46%
	Middle	6 12%	15 30%	6 12%	27 54%
	Total	11 22%	26 52%	13 26%	50 100%

Table 18 shows that the top managerial level managers perceived that transferring assignee skills was important (46%). Among the middle managers, 54% perceived that this assignment was important.

Table 19: Crosstab analysis of managerial level and transferring managerial knowledge

		Transferring Management Knowledge					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Managerial Level	Top	1 2%	4 8%	4 8%	6 12%	8 16%	23 46%
	Middle	3 6%	2 4%	9 18%	6 12%	7 14%	27 54%
	Total	4 8%	6 12%	13 26%	12 24%	15 30%	50 100%

Table 19 shows that the top managerial level managers perceived that transferring managerial knowledge was important (36%). Among the middle managers, 44% perceived that this assignment was important

Table 20: Crosstab analysis between managerial level and transferring process design knowledge

		Transferring Process Knowledge					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Managerial Level	Top	3 6%	2 4%	5 10%	10 21%	2 4%	22 45%
	Middle	4 9%	4 9%	4 9%	6 13%	7 15%	25 55%
Total		7 15%	6 13%	9 19%	16 34%	9 19%	47 100%

Table 20 shows that the top managerial level managers perceived that transferring process design knowledge was important (35%). Among the middle managers, 37% perceived that this assignment was important.

Table 21 Crosstab analysis between managerial level and transferring purchasing knowledge

		Transferring Purchasing Knowledge					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Managerial Level	Top	6 15%	2 5%	3 8%	7 18%	1 3%	19 47%
	Middle	7 18%	4 10%	5 13%	4 10%	1 3%	21 52%
Total		13 33%	6 15%	8 20%	11 27%	2 5%	40 100%

Table 21 shows that the top managerial level managers perceived that the transferring purchasing knowledge assignment was important (29%). Among the middle managers, 26% perceived that this assignment was important.

Table 22: Crosstab analysis between managerial level and exposing assignee to international experience

		Exposing Assignee to International Experience					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Managerial Level	Top	3	6	4	5	5	23
		6%	11%	8%	9%	9%	43%
	Middle	1	4	9	6	10	30
		2%	8%	17%	11%	19%	57%
Total		4	10	13	11	15	53
		8%	19%	25%	20%	28%	100

Table 22 shows that the top managerial level managers perceived that exposing an assignee to international experience was important (26%). Among the middle managers, 47% perceived that this kind of assignment was important.

Table 23 : Crosstab analysis between managerial level and transferring specific company's culture, policies and procedures to subsidiaries

		Transferring specific company's culture, policies and procedures to subsidiaries.					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Managerial level	Top	4	2	5	8	7	26
		8%	4%	10%	16%	14%	52%
	Middle	1	7	5	5	6	24
		2%	14%	10%	10%	12%	48%
Total		5	9	10	13	13	50
		10%	18%	20%	26%	26%	100

Table 23 shows that the top managerial level managers perceived that transferring specific company's culture, policies and procedures to subsidiaries (40%) was important. Among the middle managers, 32% perceived that this assignment was important.

4.11.3 The relationships between gender and the identified non-traditional expatriate assignments

Table 24: Crosstab analysis of gender and transferring assignee skills and solving specific problems

Gender	Transferring Assignee Skills				Total
	Of some importance	Important	Very important	Of utmost importance	
F	2 3%	2 3%	11 20%	5 9%	20 35%
M	6 11%	7 12%	15 27%	8 14%	36 65%
Total	8 14%	9 16%	26 46%	13 23%	56 100%

Table 24 shows that the female managers perceived that the transferring assignee skills and solving specific problem assignment was important (32%). The majority of male managers (53%) perceived that this assignment was important.

Table 25: Crosstab analysis of gender and transferring managerial knowledge

	Transferring Management Knowledge					Total
	Of very little importance	Of some importance	Important	Very important	Of utmost importance	
F	2 4%	3 6%	3 6%	6 13%	4 8%	18 37%
M	2 4%	2 4%	9 19%	6 12%	11 23%	30 63%
Total	4 8%	5 10%	12 25%	12 25%	15 31%	48 100%

Table 25 shows that the female managers perceived transferring management knowledge assignment was important (27%). Among the male managers, 54% perceived that this assignment was important.

Table 26: Crosstab analysis of gender and transferring process design knowledge

Gender	Transferring Process Knowledge					Total
	Of very little importance	Of some importance	Important	Very important	Of utmost importance	
F	3 7%	2 4%	2 4%	6 13%	1 2%	14 30%
M	3 7%	4 9%	6 13%	10 22%	8 18%	31 69%
Total	6 13%	6 13%	8 18%	16 36%	9 20%	45 100

Table 26 shows that the female managers perceived that transferring process knowledge assignment was important (20%). Among the male managers, 53% perceived that this assignment was important.

Table 27: Crosstab analysis of gender and transferring purchasing knowledge

	Transferring Purchasing Knowledge					Total
	Of very little importance	Of some importance	Important	Very important	Of utmost importance	
F	5 13%	1 3%	1 3%	4 11%	1 3%	12 32%
M	7 18%	5 13%	6 16%	7 18%	1 3%	26 68%
Total	12 31%	6 16%	7 18%	11 30%	2 5%	38 100%

Table 27 shows that the female managers perceived transferring process knowledge assignment was important (16%). Among the male managers, 37% perceived that this assignment was important.

Table 28: Crosstab analysis of gender and exposing assignee to international environments

Gender	Exposing Assignee to International Environments					Total
	Of very little importance	Of some importance	Important	Very important	Of utmost importance	
F	1	0	5	4	7	17
	2%	0%	10%	8%	14%	34%
M	3	9	7	7	8	34
	6%	17%	14%	14%	15%	66%
Total	4	9	12	11	15	51
	8%	17%	23%	22%	29%	100%

Table 28 shows that the female managers perceived that an assignment designed to expose an assignee to international environment was important (31%). Among the male managers, 43% perceived that this assignment was important

Table 29: Gender and transferring specific company's culture, policies and procedures to subsidiaries specific culture

		Transferring specific company's culture, policies and procedures to subsidiaries.					Total
		Of very little importance	Of some importance	Important	Very important	Of utmost importance	
Gender	F	3	2	5	8	7	25
		6%	4%	10%	16%	14%	50%
	M	2	6	5	5	6	24
		4%	12%	10%	10%	12%	50%
Total		5	8	10	13	13	49
		10%	16%	20%	26%	26%	100

Table 29 shows that the female managers perceived that transferring specific company's culture, policies and procedures to subsidiaries was important (40%). Unlike male, there was only 33% perceived that this assignment was important.

Given that the survey responses emphasised the four reasons identified, it shows that there is consistency in the respondents' and interviewees' responses. In the next section, the empirical analysis is presented by themes according to their importance. The themes reflect the reasons for sending managers on non-traditional assignments based on the themes gathered through the survey and interview responses.

4.12 Summary

One of the important aims of this study is to propose a new model that can be used as a guideline for recruiting, training, and compensating non-traditional expatriates. Using the sources from 23 interviewees and 61 online participants, the reasons for/uses of non-traditional assignments were identified. It was found that 12 important reasons were gathered statistically and four important reasons were gathered through in-depth interviews. All of the assignments were selected since the participants viewed them as important.

In 75% of the responses, the interviewees stated that their overseas transfers were for very specific assignments such as undertaking projects and for varieties of specific jobs such as handling baggage systems, undertaking a business improvement project, delivering training, and introducing new systems. The survey participants ($\alpha=.897$) perceived that the most important assignment was to transfer knowledge. Therefore, the specific assignments were to deliver knowledge, particularly marketing, distribution, packaging, product, process, and purchasing knowledge. Further, the knowledge transfer direction results indicate that the majority of the survey participants said that they transferred knowledge and skills to a subsidiary company ($M=4$, $SD=.98$, % important = 88.2%). All of the survey participants perceived the assignment of transferring technical knowledge as important and significant. This shows that there is a results' consistency between the data collected from the interviewees and data collected through the online survey.

More than 75% of the survey respondents perceived that transferring process design information, transferring purchasing know-how, transferring a specific company's culture, policies, and procedures to subsidiaries, transferring product design information, transferring marketing know-how, transferring packaging design/technology, and transferring product design information as their important assignments. These assignments aim to transfer or to deliver organisational information in terms of management, marketing, rules, and regulations. The knowledge is organisational important information that needs to be channelled into subsidiary's offices and it appears that non-traditional expatriates are used to deliver this knowledge. A factor analysis provided a factor for the knowledge items, which later was termed as knowledge transfer ($\alpha=.897$). Therefore, based on the evidence gathered in this study, the first reason for using a non-traditional expatriate assignment is to transfer knowledge of management, organisational rules, and systems through training, supervision, and management practices in a project.

Second, the interviewees perceived that maintaining relationships (6.6%) and troubleshooting were important in their overseas assignments. Troubleshooting is to solve a

particular problem faced at a subsidiary. A few interviewees stated this clearly when they said that they had to support clients who had technical difficulties, undertake work to avoid collisions between aircraft, address a particular processing problem at a subsidiary, and provide advice and support to a division that was struggling. All of these assignments show that the problems were either regular problems or newly identified situations that needed parent corporations managers to handle them. The survey participants perceived that skills transfer and problem solving were another important assignment. This assignment consists of four items: 1) taking corrective action when company faces important, unexpected difficulties, 2) transferring technical knowledge, 3) transferring management system and practices, and 4) transferring assignee skills. The exploratory factor analysis (EFA) provides significant results in allocating these items into a factor. The EFA result shows that troubleshooting falls under the problem solving factor ($\alpha=.783$). As thus, this factor was renamed 'skills transfer and problem solving'.

The interviewees put some importance on gaining international experience when asked about their international assignments. This was an important agenda when they met clients and local managers (3.3%). The survey respondents mentioned this assignment as part of their main assignments as well. The EFA result shows that this item is under the factor of management development ($\alpha=.876$). The factor consists of three items: 1) transferring assignees for future positions at headquarters, 2) training the assignees for future positions at subsidiary, and 3) exposing assignees to an international environment in order to give him/her international experience

Besides using the themes gathered through the interviews, 19 items were gathered from the Edstrom and Galbraith (1977), Harzing (2001b), and Tahvanainen, Welch and Worm (2005) models. These items were expected as the reasons for using non-traditional assignments. To clarify, the first three items in the questionnaire (position filling, management development, and organisational development) were adapted from Edstrom and Galbraith's (1977) study. The items of taking corrective actions, transferring assignees' skills, and exposing assignees to an international environment in order to give assignees international experience were adapted from Tahvanainen, Welch and Worm's (2005) study. Six items were adapted from Harzing's (2001b) study: 1) position filling, 2) training for a future position at the subsidiary and headquarters, 3) ensuring uniform management and a common reporting system, 4) transferring a specific company's culture, policies and procedures to subsidiaries, and 5) improving information and communication from headquarters to a subsidiary and 6) improving information and communication from a subsidiary to headquarters. The first Edstrom and Galbraith (1977) item was the same as Harzing's (2001b) first item. Therefore, the first item (position filling) was listed as the first

question in the questionnaire and it represented an item by Edstrom and Galbraith (1977) and by Harzing (2001b).

Nineteen 5-point Likert-scale items were used to collect the reasons for using non-traditional assignments. Seven knowledge characteristic items (Mudambi & Navarra, 2004) were added to investigate what type of knowledge was being transferred besides the technical knowledge identified by Harzing (2001b). The expected knowledge being transferred from headquarters to subsidiaries was knowledge regarding marketing, distribution, packaging/design, product and process designs, purchasing know-how, and management systems.

This study also evaluated the types of information communication technology (ICTs) tools used by expatriates. The section listed ten ICTs tools and asked the respondents to indicate whether the tools were used in facilitating their international assignments. Nine of the ICTs tools in the list were adapted from an empirical study by Lurey and Raisinghani (2001). This study identified the frequency of the use of the tools to exchange routine business information from eight companies in the high technology and professional services (Lurey & Raisinghani 2001). The use of the ICTs tools reflected the expatriates' dependency on ICTs tools and the standard practices and technical sophistication of using the tools (Lurey & Raisinghani 2001). However, after the questionnaire was sent for review, skype/yahoo messenger was also identified as a main tool used to exchange information across borders. This tool was added to the information communication technology questionnaire tools in Section 7, bringing the total number of tools to ten. Due to the small sample size, the initial aim to investigate if the ICTs tools can be used solely to undertake the assignments could not be pursued.

4.13 Conclusions

From the qualitative findings, it was found that the reason for using non-traditional expatriate assignments are: 1) for implementing specific assignments or projects, 2) for maintaining relationships with customers and staff, 3) for troubleshooting, and 4) for the assignees to be exposed to and gain international experience. For survey online, the respondents put more importance on assignments that include transferring an assignee's skills and solving specific problems, transferring management system and practices, transferring process design information, transferring purchasing know-how, exposing assignee to an international environmental order to give him/her international experience and transferring specific company's culture, policies, and procedures to a subsidiary

There were six managers who were aged below 30 years old, 10 of them were aged between 30 to 39 years old, 15 managers were aged between 40 to 49 and 21 of them were aged 50 years old and above. Based on the findings discussed above, more senior managers perceived importance on transferring knowledge and skills assignments (managerial, process design and purchasing know-how) and solving problems were important. For younger managers, they perceived that exposing them to international experience was the most important non-traditional expatriate assignments.

Majority of the survey respondents were from top managerial level (21 managers) and 18 of them were from middle managerial level. In term of managerial level, middle managers perceived that exposing managers to international experience was the most important. Top managers put more importance on assignments such as knowledge transfer and skills (managerial, process design, purchasing know-how) and controlling which included improving information and communication between subsidiary to subsidiary or subsidiary to company's culture, policies and procedures to subsidiary. Solving specific problems appeared to be perceived important by the top managers.

There were 38 males and 21 female managers participated in the online survey. Among them, it was found male was a dominant gender in this study. All of the assignments, they were perceived important by male, female managers put more importance on controlling (transferring company's culture, policies, process and procedures to subsidiary) as this assignment was the only assignment that was found higher percentage than male.

Table 30: The process of research analysis

Qualitative method	Quantitative method
<p>Interview analysis -Convergent technique -Thematic analysis</p> <p style="text-align: center;">↓</p> <p>The most important reasons identified by using the method. There were 4 themes identified as follows; To implement a specific assignment or project and for knowledge/skill transfer Maintaining Relationships Identifying and Resolving Business and Technical Problems/ Troubleshooting Gaining International Experience</p>	<p>Online survey- questionnaire was developed by using items gathered from Harzing (2001), Tahvanainen, Worm and Welch (2005) and Edstrom and Galbraith (1977). There were 19 items developed and of the number there were 8 items developed for knowledge characteristics (Bonache & Zarraga-Oberty, 2008; Brewster & Suutari, 2007; Riusala & Suutari, 2004a; Harzing, 2001b-a) and knowledge directions (Mudambi and Navarra study (2004)</p> <p style="text-align: center;">↓</p> <p>Descriptive statistics of percentages, means and standard deviations were used to analyse the data gathered from the survey. There were 11 items identified by using a cut-off 75% as follows; Transferring an assignee's skills and solving specific problems (86.6%) Transferring management system and practices (83.3%). Ensuring that uniform management and a common reporting system are practiced at the subsidiary (80%) Improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary (78.4%) Taking corrective action when a company faces important, unexpected difficulties/troubleshooting (78.4%) To modify and sustain company's structure and decision processes or mainly, to control and coordinate the subsidiary's operation (78.3%) Transferring process design information (78.3%) Transferring purchasing know-how (78.3%) Transferring specific company's culture, policies, and procedures to a subsidiary (76.7%) Exposing assignee to an international environment in order to give him/her international experience (76.6%) To fill a position when qualified local individuals are not always available or easily trained in developing countries (75%)</p> <p>Based on the Exploratory factor analysis (EFA), there were three important factors identified; there are; Problem solving- Transferring an assignee's skills and solving specific problems (86.6%) Knowledge transfer- Transferring management system and practices (83.3%), transferring process design information (78.3%), transferring purchasing know-how (78.3%) and transferring specific company's culture, policies, and procedures to a subsidiary (76.6%), Management development - Exposing assignee to an international environmental order to give him/her international experience (76.7%).</p> <p>T-test, means and standard deviations and eta value were used to identify the differences between expatriate types. Cross-tabulation analysis was used to obtain the relationships between managers' background and the assignments identified.</p>
<p>Based on the findings obtained from the methods, conclusive findings were made as follows; The final findings obtained in terms of the reasons for using non-traditional expatriate assignments are as followsI (with more specific definitions that was described in chapter 5)I; Implementation of specific assignments and knowledge/skills transfer Problem Solving or troubleshooting Gaining International experience (Management Development) Maintaining Relationships There were differences between the use of non-traditional expatriates and traditional expatriate There were relationships between expatriates' background and the use of non-traditional expatriate</p>	

The use of non-traditional expatriate assignments is analysed further in this study by using data from the online survey. The final findings are discussed in Chapter 5 and the conclusive reasons for using the assignments are presented. The relationships between the respondents' backgrounds and the use or the reasons for the use were tested to investigate if any correlations existed between them. From the discussion of the reasons for using the assignments, a model is proposed that explains the non-traditional expatriate assignments, particularly in terms of the use of the assignments.

In the following chapter, the discussion will explore the descriptive survey findings and the roles of traditional and non-traditional expatriates by looking at the differences between the two kinds of expatriate assignments.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter presents the final findings of this study and interpretations of the four important studies explained in the previous chapters. First, this chapter includes a discussion of each of the three studies and their research questions. Second, the fourth study that is the selection criteria for non-traditional expatriates are discussed and suggestions regarding the criteria are proposed. Third, future research directions are recommended. Finally, this chapter describes the use of non-traditional assignments and related issues are described in view of the evidence gathered in this study.

5.0 Introduction

To thrive and stay competitive in an intense international business arena is challenging and demands continuous effort in the management of all fields in organisations (Dowling, Festing & Engle, 2008). Therefore, the human resource management field needs to implement consistent and effective management approach in order to maintain its success, especially since people are the most important players in organisations. It is generally known that employee loyalty is the main contributor to effective human resource stability. As such, organisations need to have methods that nurture and concern their employees. One valuable asset of international organisations is the group of employees who serve as expatriate managers. These employees play significant roles in foreign countries as corporate representatives and ambassadors (Hebert, Very & Beamish, 2005). In order to survive and compete in the intense business environment, international organisations must strengthen their human resources position by utilizing them in a manner that helps them to build and sustain their competitive advantage. Therefore, implementing effective expatriate management is crucial in order to achieve organisational international objectives.

To implement effective expatriate management, organisations must understand the roles of international managers and offer these managers fair and competitive compensation packages. As such, this thesis investigates the important roles of non-traditional expatriates. This area remains void of any deeper theoretical explanation or empirical support.

5.1 Study 1: The Underlying Reasons for Using Non-Traditional Expatriate Assignments

The results of this study show that there are four general reasons exist for using non-traditional expatriate assignments, 1) to implement a specific assignment (training and meeting) or project that consist of knowledge and skills transfer, 2) to gain international experience, 3) to identify and solve problems and 4) to maintain relationships. These results are highly consistent with Tahvanainen, Welch and Worm's (2005) study. Some evidence was found that shows the consistencies and inconsistencies of the reasons for using non-traditional and traditional expatriate assignments.

5.2 Implementation of specific assignments and knowledge/skills transfer

Research Question 1 was 'What are the underlying reasons for using non-traditional expatriate assignments and in what kind of situations are they used?' In response to this research question, Study 1 showed that the four reasons stated are the main reasons for using non-traditional expatriate assignments. As discussed, specific assignment/project is related to knowledge and skills being transferred. The knowledge being transferred according to its relative importance included managerial, process design information, purchasing know-how and transferring company's culture, policies and procedures to subsidiaries. Knowledge was perceived as important by more than 75% of survey respondents. All of this knowledge which was being transferred through specific assignments; had specific aims and they usually were completed in a short period.

In the interview, a number of the interviewees (23%) mentioned that their assignments included expanding the company's market, preparing and developing new business plans, and leading and participating in major project feasibility studies. The interviewees said they take on one to 12 months assignments or less than 12-month assignments. They also stated that they lead and participate in actual projects after the initial projects are carried out, and that this could take between one to 12 months and sometimes up to three years. They dispersed company business strategic plans through meetings. This assignment shows specific and specialised knowledge to be transferred.

Since specific and specialised knowledge is being transferred through projects, meetings, and training; 'skills transfer' is a suitable theme to explain the reason for this type

of assignment. Knowledge transfer and specific assignments appear to be inter-correlated as discussed in Chapter 4, section 4.2.1.2. Managers who have knowledge about the particular assignments intended to be pursued are required to undertake these assignments.

Apparently, the selected expatriate should possess a vast knowledge about particular assignments before undertaking an international non-traditional assignment. For example, to implement computer software training, the manager who conducts the training should be someone who is knowledgeable about information technology (ITs). To illustrate, an experienced bank manager in Singapore was sent to subsidiaries when there was a need for training. The bank manager had 25 years of experience working as a corporate trainer and he had been providing training in different countries during that time. The manager reported that he had to travel to his organisation's subsidiaries to deliver training since he was the manager who is specialised in those field at home office or since he took on the full responsibility for a project. As such, the managers who undertake non-traditional expatriate assignments are the ones that currently manage the field.

In addition, an engineer who worked in an aviation company had more than 10 years' experience and had been giving aviation safety training at different subsidiaries in the Asia Pacific region. Regarding meeting purposes, one chairman had to be in a foreign country for a few days to attend an important meeting. This person was the head of a large Tourism organisation in Malaysia. He had to attend the meeting to deliver his knowledge about his main organisation's products. These examples confirm that training needs a manager who has vast knowledge in a particular area so that the assignment can be undertaken successfully by a qualified manager. As such, based on the different managers' experiences, it is found that organisations used non-traditional expatriate assignments to fulfil different purposes of knowledge transfer assignments. According to the evidence gathered in this study, these assignments aim to deliver specific knowledge through different channels such as business trips, projects, meetings, or training.

As described in the first proposition, the nature of the assignment is very specific and is likely to be specialised knowledge. Specialised knowledge is intended to be delivered in the assignment through different channels, possibly because the period allocated for the assignment is short and the completion is expected to be within the period. The range of the nature of the knowledge being delivered depicts the purposes of assignments. One of the interviewees who was sent to train local managers said that he taught local staff engineering aviation. A senior manager from Singapore flew to China to train local managers about banking procedures. Therefore, it can be concluded that the first manager's assignment was for technical knowledge and the second manager's assignment was for managerial

knowledge. As such, the knowledge being transferred denotes the nature of the assignment and, thus, the proposition is supported based on the evidence gathered.

Organisations use non-traditional expatriates for the stated purposes and send managers who are experienced, skilful, and knowledgeable according to the assignment purposes. Meetings usually are undertaken within only a few days but projects and training can take up to a few weeks. Although, the period spent for undertaking non-traditional expatriate assignments are generally short, this study found that some assignments could take longer. This means that a non-traditional expatriate assignment's length can be more than a year. As such, it can be concluded that the length of the assignment depends highly on the assignment's progress. For example, a contract of a manager who is employed based on monthly contract is renewed if his skills are still needed in the location where his project is being undertaken.

Interestingly, non-traditional expatriate assignments are undertaken by skilled and specialised expatriates regardless of their age, gender, or managerial level. This can be seen from a range of managers' ages participated and have undertaken non-traditional expatriate assignments in this study. For example, a young interviewee mentioned that he was chosen from a pool of candidates from different subsidiaries in a region due to his knowledge about his organisation products. Organisations may implement searching for potential non-traditional expatriates in order to increase access to a more globally competent available workforce. Any available and skilful managers, regardless of their background factors, can be selected to undertake non-traditional expatriate assignments. Therefore, the headquarters does not 'headhunt' for someone in a high managerial position but, instead, look for someone who is skilful, mobile, and suitable for the identified assignments.

The second proposition that is; in a particular situation, cutting cost is a major purpose of non-traditional expatriate assignments is not supported. Some of the interviewees mentioned that the aim was not necessarily to cut cost but a few mentioned it was for the purpose of saving cost. Investigations on the background of the interviewees were carried out to obtain clearer explanations. These investigations revealed that the managers who said that non-traditional expatriate assignments were not necessarily used to save cost were from large companies. One interviewee stated 'my organisation is not being restricted on travel or cost.' This interviewee worked for a large aviation company that operates worldwide. The interviewee was needed in different locations to serve different specific assignments such as meetings, training, and discussion and to complete his work as an aviation engineer. The manager was transferred from one location to another location to serve different organisational needs. In order to serve or fulfil these needs, his organisation paid for travel

allowance, insurance, airline tickets, etc. Therefore, we can conclude that an organisation has to bear related costs to serve their international business operational needs and that the completion of a non-traditional expatriate assignment is more important than the cost involved. However, as mentioned earlier, one manager who worked for a bank said that non-traditional expatriate assignments were for cutting cost. In his statement (presented in Chapter 4 section 4.7), he clearly said that training should be undertaken briefly and quickly since the competition was stiff, particularly in the banking industry. An examination of his background revealed that he worked for one of the major banks in Singapore. Since both of these managers worked in large organisations, this matter merits further investigation. Influential factors such as an organisation's profit, size, goals, and industry need to be examined in order to obtain more evidence so that a conclusion can be made. Therefore, this study found that, based on the statements of the professional managers, cutting cost is not necessarily the primary reason why organisations use non-traditional expatriate assignments. Instead, it appears that they use them primarily to complete a specific aim or objective. Additional empirical studies need to be conducted to achieve a more conclusive finding. In conclusion, the proposition is supported since cutting cost appears to become a major purpose, however only in a particular situation or if the situation permits the organisation to do so. Otherwise, the assignment's completion prevails.

4.13.1 Knowledge Transfer Direction

Another aim of this study was to explore the knowledge transfer direction being delivered by non-traditional expatriate assignees. Given the evidence from the literature as discussed in section 2.9, discussing the importance of knowledge transfer and found that there is a need to identify the knowledge transfer direction since in the current literature explained merely direction between headquarters and subsidiaries. As thus, this study examined the other directions involved. The evidence in the literature showed that the transfer of knowledge process travels from the headquarters to subsidiaries and from subsidiaries to the headquarters (Mudambi & Navarra, 2004). The results of the descriptive analysis are as follows.

This study confirmed that four different directions are involved. The first direction involves providing knowledge and skills to subsidiary. The second direction involves providing knowledge and skills to parent corporation. The third direction involves receiving knowledge and skills from parent corporation. The fourth direction involves receiving knowledge and skills from subsidiary. The participants rated the importance of these four directions as 88.2%, 87%, 77.1%, and 83.6%, respectively. Thus, all of the directions are perceived as important by non-traditional expatriates. This is supported by the explanations

given by the aviation manager who said that he travels around his company's affiliates to undertake different assignments within months. This manager had to provide knowledge at different locations and receive knowledge through his interaction with the local managers he met during the implementation of his assignments. Table 31 shows the average importance of the knowledge transfer directions perceived by 61 survey respondents. It appears that all major directions were perceived to be important undertaken by non-traditional expatriates. The majority of them said that the most important direction of transfer was to provide knowledge and skills to a subsidiary. Second, the assignees perceived that providing knowledge and skills to the parent corporation as an important direction. Most of them also believed that receiving knowledge and skills from a subsidiary also occurred during their overseas assignments. More than 77% of the assignees believed that they received knowledge and skills from the parent corporation.

Table 31 Average Importance on a Scale of 1-5 of Perceived Knowledge Transfer Direction

Component and Respective Item (n=61)	Mean	SD	%
Provide knowledge and skills to subsidiary	4.0	.98	88.2
Receive knowledge and skills from subsidiary	3.78	.94	83.6
Receive knowledge and skills from parent corporation	3.52	1.09	77.1
Provides knowledge and skills to parent corporation	3.92	.87	87.6

Note: 'Important' indicates that 75% respondents have to provide a value of 3 or higher for the items.

From the data above, it can be concluded that non-traditional expatriates are important conduits to provide and receive knowledge. This confirms that the majority of the assignees said that the knowledge directions primarily occurred from the parent corporations to subsidiaries and from subsidiaries to parent corporations.

5.3 Gaining international experience (Management Development)

The other main finding of this study is to evidence the perceived importance of gaining international experience (management development). Half (50%) of the survey respondents perceived that training an assignee for a future positions at subsidiary was important, 70% of them perceived that training an assignee for future positions at headquarters was important, and 76.6% of the managers perceived that exposing assignees to an international environment in order to give him/her international experience was important (Table 8). Theoretically, all of the items are defined as management development by previous researchers as explained in 1.7.4. Thus, the majority of the respondents perceived that the management development assignment is an important reason for using non-traditional expatriate assignments (Table 8).

The reason alone does not necessary determine the type of assignment but it shows that other reasons are attached to it. The management development assignment is aimed to train assignees and also to enable them to gain experience through meetings, training, or other activities. With regard to the relationship between age and exposing assignee to an international environment; it was found that 29% who were less than 40 years old perceived that this assignment was important. In contrast, the survey respondents who were in the group of 40 to 49 years old and above said that this assignment was less important (23%)(Table 16). This indicates that the management development assignment's aim is for younger managers who are being trained for future positions at different locations. This also shows that the assignment is used to provide junior managers with international exposure so that they can gain international experience to use when they are employed in main offices or branches. Further, by gaining experience, these junior managers will add value to the organisation and it is beneficial for their career development.

Recently, it has been said that the increasing shortage of international managers has become an increasing problem for international organisations and has been a significant constraint on the implementation of global strategies (Scullion & Dowling, 2011, p.7). To overcome this situation, organisations are recruiting younger international managers by sending them on non-traditional expatriate assignments. This seems to provide an answer to a survey that there is an increasing use of non-traditional expatriate assignments (KPMG, 2010). Further, one report says that selecting non-traditional assignees is mostly informal (Tahvanainen, Welch & Worm, 2005) and may become an attractive option to organisations. Traditional expatriate assignments, on the other hand, have been known as problematic assignments and, thus, this may have prompted organisations to choose non-traditional

expatriate assignments. Since international organisations are competing for talent, the competition has become global (Sparrow, Brewster & Harris, 2004), as discussed in chapter 2; retaining experienced employees and managing repatriates has become difficult, and organisations have had to recruit more talented young expatriates to serve their international operations' needs. As such, organisations use non-traditional expatriate assignments to expose younger managers to international environments to gain experience and to train them to become skilled and knowledgeable managers. By using these assignments, the organisations possibly are able to avoid the obstacles faced.

Finally, the definitions proposed for each of the non-traditional assignment's reasons found in this study are as follows:

- Delivering a specific assignment or skills transfer: transferring the specialised knowledge of business operational functions (technical and managerial, process design, purchasing know-how) during the implementation of a specific assignment involving projects, training, and meetings.
- Management development: transferring assignees for future positions at headquarters and subsidiaries, exposing assignees to foreign environments, and enabling assignees to gain international experience.
- Problem solving or troubleshooting: identifying and resolving business and technical problems or taking corrective action when a company faces important and unexpected difficulties.
- Maintaining relationships: building and maintaining relationships with clients or local staff to achieve the organisational business aims.

5.4 Problem Solving or troubleshooting

Problem solving was perceived as important by the interviewees and survey respondents. Problem solving or troubleshooting initially is defined as taking corrective action when a company faces important and unexpected difficulties. A few interviewees (17%) described that their assignments were for taking corrective action. Among the survey respondents (Table 8) 78.4% perceived that this assignment was important. As thus, problem solving is another identified reason for using non-traditional expatriate assignment. It was found that the problems were identified prior to the assignments and organisations then sent managers to overcome the situations. As described in Chapter 4, managers were sent abroad to handle unexpected problems or difficulties (e.g. a food safety advisor was called to remediate deficiencies in food hygiene and to provide food safety measures) or to troubleshoot a situation currently faced by the manager's organisation (e.g. a sales manager

was sent to identify why sales were decreasing). Both of these assignments were urgent. As explained by the interviewees, the assignments were undertaken within a short period but they said their length was highly dependent on the seriousness of the problems. In the cases presented, the sales manager was away only for a week as well as the trainer. The first problem stated (food hygiene) took a month to be resolved since the problem was serious. It appears that these managers were selected based on their skills and knowledge regarding the problems faced as they had to solve the specific problems.

One assignment is related to another assignment, the problem solving reason also explains the skills transfer reason because organisations will send managers who are knowledgeable or skilful to solve situations. In the example presented above, to solve the deficiencies in food hygiene, a food advisor was sent to the location. When there was a problem in terms of decreasing sales, a sales manager was sent to investigate the situation and then solve the problems. This indicates that non-traditional manager also serves as a knowledge transferrer, as such; a non-traditional expatriate assignment is for the transfer of skills concerning systems, procedures, process design and management from headquarters or another office facility to subsidiaries. As skill is also knowledge, the term 'skills transfer' is used to describe the reason, whereas to some specific problems, problem solving or troubleshooting best described this assignment.

5.5 Maintaining Relationships

Among the survey respondents, 6.6% reported that the reasons for their assignments were for providing services to customers, support, taking care of customers' concerns and needs, and for the purposes of public relations (Table 10). A few interviewees (22%) mentioned that, due to maintaining relationships purpose, they had to meet customers physically and their assignments could not be completed fully using information communication technology (ICTs). High quality relationships are developed through face-to-face meetings and are very important in some countries. In a country where trust, integrity, and personal contacts are major priorities in business negotiations, a manager has to meet and build a good rapport with customers or business partners to start or build a relationship (Haake, Haake, Schummer & Haake 2003). Usually this relationship is built by socialising with them, such as taking business partners and customers out for dinner or drinks, providing funds for promotional purposes, giving gifts, and entertaining clients' children. According to the interviewees, they needed to meet clients, customers, or local staff in order to build relationships to develop trust, integrity, and their clients' confidence. More importantly, there were business deals to obtain. Although only a small percentage of the interviewees and respondents mentioned that this reason was important, the researcher believes that this is

also the main reason why the non-traditional managers had to travel since according to a few interviewees said that the use of ICTs cannot replace a manager's presence, it can only facilitate non-traditional expatriate assignments if the purpose is to develop relationships. Although knowledge can be delivered by using advanced information communication technology (ICTs), a few interviewees mentioned that they needed to be physically present to deliver the knowledge. In addition to the given reasons that required their presence, some of them even mentioned that the presence of parent country's manager increased the level of a customer's confidence.

5.6 Study 2: Differences between the Traditional and Non-Traditional Expatriate Assignment

As indicated in the previous chapter, this study investigates if there are differences between the two types of expatriate assignment. This aim was proposed since a few previous studies claimed that the traditional expatriate assignment was in retreat and was possibly replaced by non-traditional expatriate assignment (e.g. Collings, Scullion & Morley, 2007). Therefore, Research Question2 asked:

'Do the roles performed by non-traditional expatriates differ from those reported in the traditional expatriate assignment management literature (position filling, knowledge transfer, management and organisation development or control and coordination)?'

Traditional expatriate assignments are position filling, knowledge transfer, management development, organisation development, or controlling. Since Harzing's (2001b) study reports that the knowledge of technical transfer is an important reason for undertaking the traditional expatriate assignment, the knowledge transfer is defined as transferring knowledge to subsidiaries in a developing country where qualified local nationals are not always available (Harzing, 2001b). Although Harzing's study shows only technical knowledge as an important reason, other studies found that the knowledge being transferred is varied including technical, business-related technology (Hocking, Brown & Harzing, 2004) and human resources, financial/accounting, market, marketing, management, production, and cultural knowledge (Cindy 2008; Riusala & Suutari, 2004). Therefore, the main difference is that non-traditional expatriate assignments specifically aim to transfer managers to deliver very specific knowledge depending on the situation that is faced currently in the subsidiaries. This study found that the knowledge involved is varied and specialised. The evidence shows during non-traditional expatriate assignments, knowledgeable managers in particular areas are transferring specific knowledge and expected to be delivered in short period. In contrast, the knowledge being delivered in

traditional assignments is mainly for general purposes and, thus, is more likely to be for time-consuming purposes such as filling positions. Both of the assignments aimed that the assignees will acquire international experience and will be expected to use this experience at headquarters and the subsidiary levels. This reason was also intended to reduce the knowledge gaps between two different locations and to enhance local and parent country nationals' international experience and, thus, add value to their organisations by transferring the knowledge gained.

Edstrom and Galbraith (1977) indicate that expatriate assignments are prominently used as a control mechanism so that the objectives of parent company are fulfilled and strategic goals are met. Ensuring that an expatriate's work is aligned with headquarters' operations, product volume, pricing, and technology usage, organisations enforce control through expatriates to ensure that their subsidiary operations align with their strategic goals and operation strategies. It appears that this assignment is the most important reason for using the traditional expatriate assignment (refer to Section 2.1) but this reason is less important in non-traditional expatriate assignments. Although controlling is involved in the managing specific assignments reasons, it is not the main reason. The assignees have to manage, lead, or participate in a project but there is a possibility that either the local office or headquarters, particularly regarding the important and the major parts, handle the controlling. Therefore, it can be concluded that, for traditional expatriate assignments, the controlling reason is very important and it takes a long-term period to be implemented since it involves socialisation (see Section 1.7.5 for explanation). The non-traditional expatriates placed this reason as less important even though the controlling role is also undertaken by the managers.

Position filling appears to be the main aim in traditional expatriate assignments but it is not the main aim in non-traditional assignments. In non-traditional expatriate assignments, a position is filled for temporary reasons. When the assignment is completed, the assignee returns home and continues his or her position at the home office. The evidence shows that the filling a position reason is undertaken when there is a skill gap or problem occurring in subsidiaries or branches. For example a manager was sent to train local staff in China; therefore he filled a position as a training manager in the country from Singapore. Unlike a traditional expatriate assignment, the main aim is to fill a position when there is no local available and filled the position for longer period.

The purpose of traditional expatriate learning (management development) is to gain international experience (Edstrom & Galbraith, 1977; Harzing, 2001a) and to develop an understanding of a company's global organizational structure and strategies (Dickmann &

Harris, 2005; Sparrow, Brewster & Harris, 2004; Woods, 2003). Organisations expect that expatriates will disseminate the knowledge they have gained to the headquarters or to subsidiaries. The knowledge they gained was reported to include local language, international marketplace complexities, management, global business environment decision-making processes, client networks development, local and expatriate relationship management, and effective presentations to international audience management (Johnson 2005). An empirical study by Sparrow, Brewster and Harris (2004) supports that expatriate learning is the most important reason for sending expatriates overseas (95.3%) followed by organisational development and control (81.2 % of respondents). A lack of qualified host country nationals emerged as the third most significant reason at 56.3% (cited in Scullion & Collings, 2006). In non-traditional expatriate assignments, assignees gain international experience through frequent and regular trips for different or similar purposes. They are expected to move around the world to learn from each other, acquire globally applicable knowledge and skills, and deepen and expand their networks. Those who have been on the assignments may have been to different countries and acquired global perspectives, which are highly needed in their current organisations. Both of the assignments show similarities in the context of delivering and acquiring knowledge, and, as the result, organisations expect their expatriate managers bring back the knowledge gathered and disseminate it once they return (see Section 5.2.1.1 for evidence).

In a traditional assignment, usually an assignee is exposed to and gains an understanding of the local culture by staying in one location for long-term. This enables them to observe and experience local culture (the socialisation process). Socialisation is defined as socialising managers to create an international, verbal information network, which permits greater decentralisation than the impersonal bureaucratic strategy when combined (Edstrom & Galbraith, 1977). Interestingly, this reason is a distinctive reason that shows another clear difference between the two expatriate assignments. It requires a long period of at least a year to be able to observe and understand foreign culture. It also requires a manager to be socialised with the local people to understand the culture thoroughly. Non-traditional assignments, on the other hand, do not enable assignees to understand foreign culture within a short-term period. However, when multiple trips are undertaken, there is a possibility that this aim can be achieved as well. For example, a tourism manager from Malaysia said that he has been to Korea and China a few time in one year. He explained what he could not do and could do while he was there and he said that the way he developed or built relationships with the local manager was by having a 'drinking session' with them. This example clearly shows that, although he travelled to the countries only a few times a year and did not stay there for a long continuous period, he understood some of the foreign business culture. Although the

manager did not acquire in-depth understanding of the foreign culture, he seemed to be able to adapt some of the foreign culture's acceptable and unacceptable business behaviours.

As the other reason cited by the participants, non-traditional expatriate assignments are for problem solving or troubleshooting. As described, the assignments solve problems and find solutions to a current problem faced by subsidiaries. Organisations seem to use this assignment since it is not big enough to warrant a traditional expatriate assignment. The nature of this reason appears to be a situation or an operational problem that seems to be able to be solved in short period. To illustrate, some of the survey participants indicated that their assignments were for troubleshooting and it was confirmed that their assignments were undertaken within less than a year (Table 9).

As thus, based on the evidence, the similarities between the two types of assignments are in terms of delivering and acquiring knowledge and organisations expect their expatriate managers disseminate the knowledge and gaining international experiences. The differences are in terms of the implementation of each of the assignments. Traditional assignment is more likely emphasised on position filling and controlling whereas non-traditional assignment is for delivering specific, precise assignments and for troubleshooting.

The importance that is attached to the reasons differs between subsidiaries in international organisations from different home countries, between subsidiaries in different host regions, and varies with the level of cultural difference. Previous study has showed the differences. For instance, position filling is most important for subsidiaries of U.S. and British MNCs and it is also important in Latin American and Far Eastern regions. Management development is most important for subsidiaries of German, Swiss, and Dutch MNCs and this kind of assignment tends to occur more in Anglo-Saxon countries than in the Far Eastern region. Next, coordination and control is more important for subsidiaries of German and Japanese MNCs and in host countries that are culturally distant from a company's headquarters (Harzing, 2001b). In contrast, non-traditional assignment usage showed similarities regardless of the location of subsidiaries or offices. As evidence shows in this study, research indicated that non-traditional expatriates carried out mainly the four main assignments in different countries; however, further research is needed to obtain a comprehensive finding regarding this matter.

Most of the non-traditional assignments have specific purposes and time-oriented assignments. This supports the claim made by Harris (2002) who suggests that traditional assignments are appropriate for more complex and time-consuming assignments whereas non-traditional assignments are appropriate for less complex and regular tasks that need to

be carried out in short period. Based on the evidence gathered in this study, it is confirmed that the non-traditional expatriate assignment is mostly undertaken in a short period (usually less than a year).

5.7 Study 3: The Relationships between Assignees' Backgrounds and the Perceived Important Reasons for Using Non-Traditional Assignments

This study addresses Research Question 3: 'What is the relationships/if any between the non-traditional expatriate managers' backgrounds (age, managerial level, and gender) with their perceived importance of the use of non-traditional assignments?' This question was answered using descriptive statistics crosstabs to ascertain the relationships between the two variables. The survey participants were asked to determine the importance of their overseas assignments and knowledge transfer directions. The scale used is as follows: 1=of very little importance, 2= of some importance, 3= important, 4= very important, 5= of utmost importance. The respondents who chose a value of 3 or higher indicated that they perceived that the assignment in question is important.

In enhancing our understanding of non-traditional expatriate assignments, it is important to identify the influence of the assignees' background on the assignments. The backgrounds being investigated are age, gender, and managerial levels. The ages being investigated in this study are divided into four different groups: 1) less than 30 years old, 2) between 30 to 39 years old, 3) between 40 to 49 years old, and 4) 50 years old and above. These age groups can be categorised into two different levels: 1) a junior group that represents managers aged less than 39; and 2) a senior group that represents managers aged 40 years old and above.

It is noted that senior managers (50 years and above) perceived that the most important assignments are transferring knowledge and skills and taking corrective action. Managers who were aged less than 40 years old perceived the same assignments as important but emphasised more on exposing assignees to international environment in to gain experience. . Additionally, junior managers are also for problem solving, and for skills transfer. To illustrate, one participant in Malaysia who worked for a telecommunication company was assigned to carry out product designs, which mostly used software or technology (skill transfer). Another junior manager from Malaysia undertook an assignment

that was also related to technicality. These two managers were skilled and young and both worked on specialised knowledge (46%). These examples are consistent with the result that junior managers are sent on non-traditional expatriate assignments mostly to complete technical-related jobs (skills) and to be exposed to international experience for career advancement. Senior managers, on the other hand, indicated that transferring skills/knowledge was important to them. They placed a high importance on managerial and skills/knowledge, which means the assignments undertaken by them require high level of skills and, thus, the managers are experienced and talented. Since generally the experienced and talented managers mostly are senior managers, it can be concluded that senior managers are sent for non-traditional expatriate assignments particularly for higher level of skills. For example, the bank manager was sent to China for his managerial skills (to conduct training) and a chairman from a tourism company who was on non-traditional expatriate assignment delivered product information to high profile clients. Therefore, all assignees regardless of their ages perceived those non-traditional expatriate assignments were important, only the relative importance perceived by different age groups showed a difference.

In term of managerial levels, it shows that the senior and middle level placed more or less importance on a few assignments. The important relationship that existed between managerial levels and non-traditional assignments involved taking corrective action. The results showed that senior managers place a high importance on the taking corrective action assignment (54%). This indicates that senior managers are more likely to be sent to solve problems. However, this situation depends on the nature of the problem. To illustrate, a director named Lee flew to China to solve problems that his managers were not able to solve. Thus, if the nature of the problems requires skilled, talented, and very experienced managers who have dealt with the problems before, a senior manager may be sent on the assignment. Three interviewees (Salma, John, and Nick) who were middle managers also undertook these assignments for reasons including decreasing sales, technical problems, and operational reasons. The evidence gathered shows that middle managers also perceived this assignment as important (46%). Therefore, both levels undertake the problem solving assignment and they both perceive it as important in their non-traditional expatriate assignments. The implementation, however, were implemented differently by different managers from different managerial levels. For example, a senior level manager from a manufacturing industry said that he made an initial trip to expand his business market and consulted and negotiated business contracts with clients.

Middle non-traditional expatriates undertook assignments that had been implemented by higher-level managers. It can be concluded that senior non-traditional expatriates deal with more conceptual assignments that requires their experiences and skills

whereas middle non-traditional managers deal with assignments that involve more human and technical skills. This is consistent with a theory that says that conceptual, human, and technical skills are important to managers but certain skills are more important to one manager than to another manager (Katz, 1986). As another example, a senior non-traditional assignee was sent overseas to explore new and major assignments such as exploring a new market, learning new strategies, implementing major decision making, and starting new relationships with foreign countries. Middle non-traditional assignees usually embark on previously implemented assignments such as continuing a relationship or business operations that have been started previously. The respondents from the tourism industry mentioned that they needed to travel overseas to build rapport with their business contacts or clients. These relationships had been developed previously by their superiors. Regardless of their management levels, expatriates from both of the manager levels agreed that they have to spend time with the key contacts in their business. The difference identified is that senior managers deal with higher-ranking levels in foreign countries whereas middle managers deal with middle ranking managers in foreign countries. Further investigation was carried out by looking at the assignments and their perceived importance of the non-traditional expatriate assignment reasons; it was found that the gender and managerial levels influence the assignment types given to the assignees. Senior non-traditional expatriates use more conceptual skills. This led them to carry out more assignments that involve decision making, creating and building new strategies, and transferring new plans and strategies. Since middle traditional expatriates use more human and technical skills, their assignments are more focused on getting instructions from superiors on their international assignments. Therefore, middle level managers play roles as ‘executors’ rather than ‘thinkers.’

According to the gender factor, it is important to note that the majority of the respondents in this study were male. More than 50% of the male managers placed importance on the assignments of transferring knowledge and skills, e than 40% placed importance on exposing assignees to international environment. The female managers perceived that among all the assignments, they perceived importance on transferring specific company’s culture, policies and procedures to subsidiary (40%). According to the theory presented in this study, this item is under controlling factor, as such, female managers placed importance on controlling purposes (see Section 2.7.3) as such, female managers perceived controlling reason is the most important than other reason whereas male manager placed transferring knowledge was more important than other assignments (see Table 25 and 26). It can also be concluded that, both of them agreed that knowledge transfer and skill reasons were important in their assignments.

As stated earlier, the majority of male managers, it shows that male managers are not just the dominant gender in traditional expatriate assignments; they are also a majority in non-traditional expatriate assignments. The previous research undertaken on expatriates has typically focused on the male international career move in terms of selection, training, relocation and adjustment, pay and performance, and return (Linehan & Walsh, 1999) and this focus seems to be continuing in the newly emerged non-traditional assignments.

4.14 Study 4: The Selection Criteria for the Non-Traditional Expatriate Manager

In answering this study's aim of what does the research suggest with respect to the selection criteria for non-traditional expatriates? This section discusses the findings and incorporates the main reasons for using non-traditional expatriate assignments and the selection criteria of selecting non-traditional expatriate. To achieve comprehensive criteria, the literature and the findings are further integrated and discussed and recommendations are presented.

The selection of managers for non-traditional expatriate assignments is a risky undertaking for international organisations. It can cause problems if the assignments fail and may lead to a substantial cost. Therefore, what criteria should be applied to select managers for the assignments? The previous research on selecting managers for international assignments shows that various characteristics were used due to different requirements such as the assignment aims and the industry, the host country and culture involved. Part of this study's contribution is to propose suitable criteria to select non-traditional expatriate assignees based on the findings identified in this research.

Generally there are two aspects must be considered when outlining the suitable manager to be selected for the assignments: 1) job descriptions and 2) job specifications. The job description describes 'what is the job' while the job specification describes 'who is doing the job.' Using the data from this study, which is derived mostly from large organisations, the researcher proposes the following selection criteria for non-traditional expatriate assignees. First, what is the job? The job is a non-traditional expatriate assignment, which is undertaken mostly for specific assignments and skills transfer, problem solving, gaining international experience and maintaining relationships. Thus, in this study, the findings on non-traditional expatriate assignments are used as the basis for the discussion of the selection criteria. Since non-traditional expatriate managers will be working at international levels, the main criteria for job specifications are related mostly to foreign environments. Predicting a manager's success may not be possible since people react differently in certain environments. However,

organisations may be able to focus on the selection process before deciding to offer a job to a manager. Thus, organisations might best spend their effort and money on preparations.

Second, 'Who should be selected?' Since non-traditional assignments are varied and each of the assignments requires a specialised manager in a particular field, the selection criteria that should be considered involve a potential expatriate manager's connection with the organisation and his or her characteristics.

Organisations identify the main reasons for intended non-traditional expatriate assignments. As explained, there are four main reasons. When the assignments and the aims have been identified, a suitable candidate is selected. As thus, since non-traditional expatriates are mainly used for the four main assignments and this study also found that technical and managerial skills are important in the implementation of assignments. Therefore, these skills are significant indicators to use when selecting a suitable candidate.

First, the managers should have subject-matter expertise. Subject-matter expertise refers to mastery of the subject matter or assignment intended to be undertaken. The potential candidate should possess an advanced level of expertise in order to carry out the job successfully. If the assignment is for banking procedure training purposes, the candidate should possess a high level of knowledge in the particular knowledge. However, subject-matter expertise alone does not guarantee that he or she will be an effective trainer and other related characteristics need to be considered.

Organisations appear to select candidates who possess specific skills for problem solving assignments. Although it is not known whether the assignments undertaken described in this study have been successful or not, it appears that the assignees in this study carried the assignments out presumably well. For example, before the interviews were conducted, the interviewees were asked to select their most important assignments in their career. The 'most' important could mean the 'most successful' and/or the most remembered assignment. Based on this assumption, it can be concluded that the assignment of problem solving requires a high knowledge of the particular problem. Therefore, in order to select a problem solving assignment assignee, it is necessary to find a candidate who has a high knowledge about the situations and suitable competencies. The problem solving assignments were all undertaken in a short period in this study and the situations faced were completed or 'solved' within weeks and months. Since the majority of the middle managers (54%) mentioned that they perceived corrective action as important (an item that clearly interprets the meaning of solving specific problems) and the senior managers undertook the same assignments (46%) (see Table 18), relating this evidence with senior managers being

'thinkers' and middle managers act as 'executors', it can be concluded that middle managers have an important influence on problem solving assignments and that senior managers should undertake more serious problems.

Since the knowledge is being transferred between headquarters to subsidiaries, the assignee responsible to transfer the knowledge is a manager who has skills and is experienced in a particular knowledge to be selected for international assignments. The evidence shows that knowledge consists of three categories: 1) cognitive knowledge, 2) skills and knowledge embodied in products, and 3) well-defined services or artifacts (Hedlund, 1994 p.75). According to the definition given in the *Oxford Advanced Dictionary*, knowledge is defined as facts, information, and skills acquired through experience or education: the theoretical or practical understanding of a subject. Therefore, when a manager is selected to transfer specialised knowledge, he or she transfers his or her skills. In order to define the first reason so that it is more meaningful and interpretative, the definition is also consistent with a previous study that found that skills transfer was one of the reasons for using non-traditional assignments (Harris, 2002; Tahvanainen, Welch & Worm, 2005). The definition of the first reason, therefore, is defined as transferring a specialised knowledge operational of a specific assignment or skills transfer.

A candidate who has at least three years of working experience and who has a broad knowledge of the company should be given priority (e.g. Tung, 1987). Furthermore, based on the empirical research findings on the non-traditional assignment, the first reason of the assignment is transferring knowledge, especially managerial, organisational procedures, process design and purchasing know-how knowledge. This knowledge is usually exposed to a manager at the early stage of their employment depending on the manager's nature of assignments. As the result, a competent manager who has been with a company for at least three years is worthy of consideration as a potential candidate for a non-traditional manager position.

Although non-traditional expatriate assignments are mostly undertaken within a short period, it is important that the assignee has some knowledge about foreign culture. Culture shock is one of the main reasons for a failed assignment. An understanding of foreign culture helps managers to reach business deals. For example, an interviewee in this study knew that his clients connected through a drinking sessions so he joined them.

It is suggested that the assignment of management development is suitable to be taken by young managers due to possibly less immediate family attachment and since they are considered more mobile compared to those who are married. Moreover, one of the

interviewees in this study mentioned that he will not undertake non-traditional expatriate assignments anymore and look for different position, which does not require a lot of travel. His complaint being fatigued after an assignment indicates that the non-traditional assignment may cause manager fatigue. Young managers are active (presumably) and thus may be able to travel more frequently compared to a more senior assignee. Therefore, a young manager should be given the opportunity to participate in international assignments and to undertake the other aims of management development assignments. Additionally, a young manager is more likely to have a 'looking forward to learn' attitude or may be ambitious to gain career development. International assignment would enhance their value to organisation. This assignment provides benefits to the manager as well as to the organisation. Managers are sent overseas, move around to gain experience, and are expected to deepen their expertise and acquire globally applicable skills. As thus, the most suitable manager should be the given this opportunity. This reason is defined as transferring assignees for future positions at headquarters and subsidiaries, exposing them to foreign environments, and enabling them to gain international experience.

Selecting the non-traditional expatriates can be an easy process if an organisation has a large pool of skilled managers who are available and willing to accept international assignments. In order for an organisation to have a large pool of skilled manager, organisation should not limit the selection of candidate in a home country only, it is suggested the selection process should be undertaken in subsidiaries and branches as well. This is due to; a non-traditional expatriate manager's selection process has been said informal. As thus, an organisation is able to choose a manager from a different country to be placed to another different country possibly a neighbouring country.

Problem solving or troubleshooting means identifying and resolving business problems or taking corrective action when a company faces important and unexpected difficulties. This study confirmed that the non-traditional expatriates' assignment is for correcting problems that are identified prior to the implementation of the assignment. The assignees that are sent to take corrective actions are those who are specialised or have knowledge in the particular area, this is because only those who have related skills or experience possibly able to solve the problems within shorter period. It confirms that the assignees also act as troubleshooters. Problem solving was reported as taking less than a year but some organisational problems only taken a few days to solve. As thus, the definition of problem solving can be defined as solving problems and taking necessary corrective action or troubleshooting.

Regarding connection with an organisation, selecting potential candidates from inside a company provides the potential benefits of not having to undertake a long preparation since the candidates are already familiar with their company's environments. Indeed, the most qualified candidate may be the person who has provided new employees with training and basic information about the company. Additionally, a non-traditional expatriate manager considered as a company's ambassador would bring the company's image to their customers, local employees, business partners, and local governments (Au & Fukuda, 2002; Brewster & Pickard, 1994). Portraying a positive image about a company is crucial for business contract negotiations.

Since the main important item in the non-traditional expatriate assignments is skills, a candidate should possess the skills required to undertake the intended assignment and selection can be made from available sources. Organisations are currently facing a shortage of assignees (Sparrow, Brewster & Harris, 2004) so they should widen their choice to obtain assignees from their closest affiliates worldwide. By implementing this strategy, the skilled assignees selected may provide location and cultural background advantages.

There is another most common way to determine who should be sent for expatriate assignments, it is to draw up the list of skills and personality characteristics of assignees (Franke & Nicholson, 2002). Matching the candidates with the assignments that are going to be undertaken is also a common method used to achieve best results. Most of the assignments undertaken by the participants in this study were for training, meetings, and projects. The rule of thumb for these assignments is that current managers who are usually undertaking the assignments are the most suitable candidates. The training assignment, in particular, requires a manager that has knowledge about the training contents. Apart from that, personality, good communication skills, and open-mindedness are some important characteristics for the assignments. It is even more important when the selected assignees have to deal with local clients or managers.

As with any position, personal traits are the major factors for completing a successful assignment. A combination of skills and desired personality traits is needed since international assignments present a wide variety of challenges. The personality traits that are should be considered are level of adaptability, motivation, perception dimensions and behavioural competency as indicated by previous researchers (Shaffer, Harrison, Gregesen, Black and Ferzandi 2006, Black, 1988, Mendenhall, Dunbar & Oddou, 1987). Most of the interviewees interviewed in this study showed high levels of friendliness. This friendliness may have been the result of being exposed to international assignments for years and meeting many types of people. They were co-operative and willing to provide the researcher

with extra information such as their colleagues' contact information for data collection purposes. As thus, based on this observation, friendliness, approachableness, competence, and open-mindedness are some of the criteria for suitable candidates for the maintaining relationships assignment.

Finally, another consideration involves the family of the potential manager. If he or she has a family, it is important to identify if the manager is willing to be away for a few months. Although they are not long-term assignments, separation from family can cause problems as well such as marital divorces (Tahvanainen, Welch & Worm, 2005).

5.8 Future Research

This study suggests that, in the future, factors such as industry, the nature of business, and organisation factors should be considered in order to gain a better view of the reasons for using non-traditional expatriate assignments. This area remains new and just recently explored. Thus, more studies on this topic should be carried out, especially regarding the nature of the assignments, the selection and recruiting process, the compensation package, and the success rate of these assignments. Another important area is to investigate the effectiveness of using traditional and non-traditional expatriate assignments as findings would provide which type is more beneficial to use in a different situation. Extending this research is also a worthwhile effort in terms of testing the four reasons for using non-traditional expatriate assignments in different countries or; analysing the effects of using the assignments on managers' performance, satisfaction, family or organisational goals. Next, identifying the benefits given to non-traditional expatriates such as allowances, insurance, or types of accommodation are another area that need to be explored. Beside the areas stated, the effect of this assignment to expatriates' family members is also a new unexplored area. Finally, although this assignment is undertaken in a short period, it is also important to investigate if there are cultural adjustment issues experienced by the managers; or whether this issue is also as important as in traditional assignments.

5.9 Conclusions

Twenty-three interviewees and 61 respondents contributed to this study. Their perceptions of the importance of their non-traditional expatriate assignments depict the reasons for using these assignments. There were two methods used in the implementation of this study. The first method involved gathering in-depth responses from interviewees and the second phase involved gathering data from online survey respondents. Their responses were analysed using a convergent, thematic analysis, which provided the reasons for using non-

traditional expatriate assignments. To obtain a more comprehensive result of the reasons, statistical analysis was undertaken using exploratory and statistical analysis.

The results from this study found the four main reasons for using non-traditional expatriate assignments are: specific knowledge and skills transfer, gaining international experience and maintaining relationships. These findings are identified by incorporating the findings from the interview sessions and the online survey and by paying particular attention to the perceived importance of the use of non-traditional expatriate assignments. These reasons are the reasons, which have been perceived as important by the assignees (not by their organisations). As thus, the results of this study are only gathered from assignees' perception. Through the descriptive data analysis undertaken in this study, the results show some consistencies with the results of the interview findings.

Other objectives are investigated. First, the differences and similarities between traditional and non-traditional expatriate assignments are examined. Second, the relationships between the assignees' backgrounds and non-traditional expatriate assignments (regarding their age, gender, and managerial levels) are explored. Third, a new selection criteria of the non-traditional expatriate assignment is developed based on the research findings.

Overall, differences were found between traditional expatriate assignments and non-traditional expatriate assignments. Non-traditional expatriate assignments are used mostly for specific assignments and for transferring specific skills. Less complex assignments such as visiting foreign markets, meeting, project, conducting irregular specialised tasks and scheduling production suit a company that is just starting a new business or operation in a foreign country. These assignments were found to be mostly undertaken in less than a year. When an assignment requires a short period to complete and does not warrant a traditional expatriate assignment, organisations use non-traditional assignments. Traditional assignments, on the other hand, are more complex and time-consuming. They involve jobs such as position filling that have to be filled by an assignee for a period of at least three years. The controlling reason appears to be a very important reason for traditional assignment and the traditional assignment requires adaptation and an understanding of foreign culture, which needs a long period to adapt. Unlike a non-traditional assignment, the most important reasons for traditional assignments are 1) to deliver skills and 2) to complete or to facilitate the implementation of business deals or projects. As such, the differences indicate that non-traditional expatriate assignments cannot be replaced by traditional expatriate assignments.

Specific assignment or skills transfer is identified as the main reason for using non-traditional expatriate assignments. The assignments were mainly undertaken in short periods through different ways such as training, meetings, or projects. Skills transfer is related to this assignment since the assignees must possess skill in the particular fields. Non-traditional expatriate assignments are mostly specific and can be completed in a short period. The second reason for using the assignment is for management development. This assignment is aimed at exposing young managers to international assignments and, thus, they may be able to use it for their career development. Middle managers mostly perceived this assignment as being very important to them. Unlike senior managers, skills transfer is the main non-traditional expatriate assignment for middle managers.

Problem solving or troubleshooting is confirmed as another main aim of the non-traditional expatriate assignment. Managers are selected based on the problems which have been identified at the headquarter level and then the organisation sends someone who is self-evident to solve the problems. These assignees serve different purposes concurrently: 1) they undertake the assignments for the stated reasons and 2) they expose themselves to international environments. As such, they gain international experience, which can be used at main offices or at branches. For career development purposes, a junior manager might be attracted to international assignments. This may provide organisations with a pool of available managers. Maintaining relationships with clients or local staff is another important reason for using the assignment. These assignments are undertaken by non-traditional expatriate assignees to build and develop relationships with clients or local staff. The socialisation process is varied and it depends mostly on the foreign situations such as culture, behaviour, and preferences.

Since a non-traditional expatriate assignment can take a longer period than under one year (some can take up to 2 years), a series of assignments may be conducted. If this happens, organisations renew their employees' contracts.

Senior managers (40 years old and above) placed importance on the skills transfer and problem solving assignment. Second, they also perceived that the management development assignment was more important than the knowledge transfer assignment was. The descriptive analysis revealed that the respondents perceived the knowledge transfer direction from parent corporations to subsidiaries as the most important direction.

This research discusses the criteria that should be applied to the selection of candidates for non-traditional expatriate assignments. The reasons for using non-traditional expatriate assignments have been found and the selection is proposed based on the

assignments. This selection is expected to facilitate practitioners in making decisions, particularly when designing the selection or compensation package for non-traditional managers. Referring to the well-developed model by Tahvanainen, Welch and Worm (2005), this study has added to the reasons for using non-traditional expatriate assignments by providing detailed descriptions of non-traditional expatriate assignments. The assignments identified will assist practitioners find and select suitable candidates for the assignments.

Organisations identify the main reasons for intended non-traditional expatriate assignments. As explained, there are four main reasons. When the assignments and the aims have been identified, a suitable candidate is selected. As thus, since non-traditional expatriates are mainly used for specific assignments such as skills transfer, this study also found that technical and managerial skills are important in the implementation of assignments. Therefore, these skills are significant indicators to use when selecting a suitable candidate. Additionally, most of the assignments undertaken by the participants in this study were for training, meetings, and projects. The rule of thumb for these assignments is that current managers who are usually undertaking the assignments are the most suitable candidates. The training assignment, in particular, requires a manager that has knowledge about the training contents. Apart from that, personality, good communication skills, and open-mindedness are some important characteristics for the assignments. It is even more important when the selected assignees have to deal with local clients or managers.

Since the main important item in the non-traditional expatriate assignments is skills, a candidate should possess the skills required to undertake the intended assignment and selection can be made from available sources. Organisations are currently facing a shortage of assignees (Sparrow, Brewster & Harris 2004) so they should widen their choice to obtain assignees from their closest affiliates worldwide. By implementing this strategy, the skilled assignees selected may provide location and cultural background advantages. The potential candidates could be male or female.

The knowledge transfer directions were found to be delivered mostly to subsidiaries, they provide knowledge and skills to the parent corporation, receive knowledge and skills from subsidiaries, and receive knowledge and skills from the parent corporation. This study confirms that non-traditional assignees, although travelling mostly for short-term periods, dispersed and received knowledge as well. It is understandable that the knowledge gained is transferred back to headquarters. Apart from the findings above, it appears that males still are the dominant players in international assignments.

Based on the evidence gathered in this study, a new selection criteria of the non-traditional expatriate selection criteria based on the main reasons for using them was presented.

Position filling is the reason applicable for both traditional and non-traditional expatriate assignments. Apparently, in non-traditional assignments, a position is filled by a manager for only a temporary basis. In traditional expatriate assignments, the manager who is sent to fill a position stays in the foreign country for a longer period. For the management development reason, both of the expatriate assignments are planned to provide managers with international exposure and to train them. Again, in traditional assignments, the assignment takes longer to achieve the aim due to the socialisation process, which requires the managers to adapt to local cultures and to learn local people behaviours. Controlling purposes appear to be carried out in both assignments as well. However, a greater importance on controlling is emphasised in traditional expatriate assignments. This is since the controlling by socialisation suggested by Edstrom and Galbraith (1977) and Harzing (2001b) seem to be undertaken in a long period. Clearly, non-traditional expatriate assignments are not designed to achieve this aim.

Therefore, this study disputes the claim made previously by some authors that traditional expatriate assignments are in retreat. Since the two types of assignments serve different purposes, the one cannot replace the other. Additionally, a few reasons such as controlling and position filling cannot be achieved by using non-traditional expatriate assignments. Moreover, statistical reports have claimed that both of the assignments are used increasingly and the evidence does not show a significant relationship between these two assignments that could support the claim that the increase of one has caused the decrease of the other.

In investigating the relationships between managers' backgrounds and non-traditional expatriate assignments, the managers' backgrounds of age, gender and managerial levels showed some important relationships. As thus, organisations can select non-traditional assignees based on their skills, experience, familiarity of situations, problems faced, or for other reasons such as cultural reasons and political reasons from different sources, such as their organisations or affiliates. The most important reason appears to be for organisations is to complete or achieve their international goals.

This study also found that ICTs cannot be used fully since managers have to travel to undertake the assignments, particularly when their assignments' aims are to maintain or develop relationships. Travelling cannot be avoided since elements such as trust, integrity,

and confidence are developed through physical presence. Simultaneous, face-to-face communication between managers remains very important even though information communication technology today is very advanced. Moreover, a high context culture country where people start businesses with a good rapport requires an individual to be involved in a good relationship before any business deal is made (Polovina, 2007). Thus, physical presence remains a priority for some countries.

Some positive effects resulted from the emergence of non-traditional assignments. First, companies have alternatives to execute their international assignments. Second, the strategic implementation of international assignments can be undertaken within a short period and, thus, may be able to contribute immediate results. It is speculated that, overall, the traditional expatriate has some 'unique' competitive advantage such as the experience he or she gains during long-term assignments. The skills and experience gained are the most valuable experiences and can be used to enhance value to organisations and to the expatriates as well. Thus, it may be the reason why companies continue to utilize the traditional assignment (Black, Gregersen & Mendenhall, 1992) despite its pessimistic image. Therefore, both assignments emerge for different reasons and serve different aims. Organisations are using them in different situations and different countries depending on their business operations' needs.

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APPENDIX A

Descriptive discussion of survey findings

As indicated in the previous chapters, the initial plan that was to include the Exploratory Factor Analysis (EFA) findings was not successful due to the sample size, the findings of the analysis is attached as appendices (the results of three factors is included in the discussion merely to identify the most important factors and thus justify the use of three factors discussed in this research). Nevertheless, the results of the analysis and the explanations are explained and can be used for future analysis.

Exploratory factor analysis (EFA) was conducted to determine the unique factors that represent the 19 items identified from previous research. Exploratory factor analysis was used to determine if the items could be grouped together as a unique factor or split into more than one latent factor. Eigenvalues greater than one constituted the criteria for factor extraction (Hair, 1998; Pallant, 2005). This technique groups items into factors containing similar items. The factors gathered from the factor analysis are displayed through their factor loadings. Items that are similar show high factor loadings. A Oblimin rotation was carried out to obtain theoretically meaningful data (Pallant, 2005).

Reasons for Using Exploratory Factor Analysis (EFA).

Factor analysis provides a method to define the underlying structure in a data matrix. It is more conceptual than statistical. Factor analysis addresses a set of common underlying dimensions known as factors and is useful in exploratory studies, especially in searching for structure among a set of items. By using a correlation method, the relationship among the variables can also be analysed by computing the correlations. If 'true' factors exist in the data, the correlation should be large. If it is low, then only mild relationships exist between the variables (Hair, 1998). Nineteen items (variables) are factored. According to Tabachnick and Fidel (1989), a factor analysis is appropriate if a researcher is interested in a theoretical solution that is uncontaminated by unique and error variability. Besides the rationale of using this method, it also assists the researcher in identifying several theoretically meaningful factors or constructs by using an oblique solution. In addition, the method is an independence technique in which all variables are simultaneously considered, each related to all the others.

Since it is adequate and acceptable to obtain at least 10 respondents per item contained within the instrument in order to compute a factor analysis (Fabrigar, 1999), the sample size for this study was adequate for statistical analysis. Hair et al. (1998) suggests a sample size of 100 or more for EFA, with the general rule being that the minimum is at least five times the number of the variance to be analysed. There is a 3-to-1 ratio of observations to items in this study. Therefore, with the small sample size in the study, the findings of this study are preliminary until a larger sample is obtained. In order to determine satisfactorily if an adequate sample size existed for a factor analysis, the Kaiser-Meyer-Olkin (KMO) of the sampling adequacy was computed. According to Pallant (2004), a value of .6 or above is appropriate to proceed with the analysis. Field (2004) suggests that a KMO value of greater than .5 is acceptable. The Barlett's Test of Sphericity value should be significant that is should be .05 or smaller. In this study, the KMO and the Barlett's Test are shown in Appendix B since the KMO is .73 and the Barlett's Test of Sphericity value is significant ($P<.000$). An important tool in interpreting factors is the rotation of factors. In this study, since the goal of factor analysis is to obtain several theoretically meaningful factors or constructs, an oblique solution is appropriate.

In order to obtain additional reliable reasons for the use of non-traditional assignments, further analysis was conducted to find the internal consistency of the instrument and to identify the group of factors from the total number of 19 questionnaire items. As such, reliability coefficients and exploratory factor analysis were undertaken. Table 4 shows the 19 items used as a scale to measure the reasons for using non-traditional expatriate assignments. The table demonstrates an internal consistency of .864. Since the entire item loadings were above .80, they were all taken for further investigation. The alpha is higher if an item 'position filling' is deleted ($\alpha=.875$) as shown in the table. Therefore, the item is deleted.

Reliability of Items				
	ITEMS	Alpha	Item-Total Correlation	Alpha if Item Deleted
		.864		
PF	To fill a position when qualified local individuals are not always available or easily trained in developing countries.		.062	.875
TDM	To develop a manager for positions of responsibility in company by having the manager do significant amounts of international business even if there are individuals available. Expatriates are used in order to give them long-term potential international experience.		.050	.873
TMO	To modify and sustain a company's structure and decision processes or, mainly, to control and coordinate the subsidiary's operation.		.153	.869
TCA	Taking corrective action when a company faces important, unexpected difficulties.		.423	.859
TAS	Transferring the assignee's skills and solving specific problems.		.326	.862
EIE	Exposing the assignee's to an international environment in order to give him/her international experience.		.438	.858
TSUB	Training the assignee for future positions at subsidiary.		.331	.862
THQ	Training the assignee for future positions at headquarters.		.567	.853
EUM	Ensuring that uniform management and common reporting system are practised at a subsidiary.		.629	.851
TSCPP	Transferring a specific company's culture, policies, and procedures to subsidiaries.		.663	.849
IIC	Improving information and communication from headquarters to a subsidiary or from a subsidiary to another subsidiary.		.544	.854
TMARK	Transferring marketing know-how.		.726	.845
TDIS	Transferring distribution know-how.		.717	.846
TPAC	Transferring packaging design/technology.		.633	.850
TPRO	Transferring product design information.		.736	.846
TPROC	Transferring process design information.		.480	.857
TPURC	Transferring purchasing know-how.		.631	.851
TMGT	Transferring management system and practices		.561	.853
TTECH	Transferring technical knowledge.		.059	.866

To carry out the exploratory factor analysis (EFA) test, understanding the structure of the reasons requires R-type factor analysis and a correlation between the variables (Hair, 1998). All of the items are metric and constitute a homogenous set of reasons appropriate for factor analysis. First, an inspection of the correlation matrix was checked. This revealed the presence of several coefficients of .3 and above, suggesting that the data were suitable for factor analysis. Second, the Kaiser-Meyer-Okin (KMO) value was .73 (a measure of sampling adequacy) which exceeded the recommended value of .5 and .6. Third, Barlett's Test of Sphericity reached statistical significance ($p < .001$). In the next step, the researcher assessed the factorability of the correlation matrix. An inspection of the correlations is significant at the .01 level. Thus, over one-half of the correlations were significant and the factor analysis method is appropriate.

Factor Analysis: Pattern/Structure for the Coefficients Model

	Component					
	1	2	3	4	5	6
Transferring product design information (TPRO)	.893	.101	.083	.011	.020	.083
Transferring packaging design/technology (TPAC)	.871	.089	.101	.066	.157	.157
Transferring purchasing know-how (TPURC)	.793	.066	.090	.142	.202	.108
Transferring process design information (TPROC)	.745	.210	.025	.075	.291	.218
Transferring distribution know-how (TDIS)	.602	.181	.070	.053	.220	.384
Transferring marketing know-how (TMARK)	.597	.144	.090	.144	.378	.310
Transferring assignee for future positions at headquarters (THQ)	.025	.889	.083	.197	.120	.006
Training the assignees for future positions at subsidiary (TSUB)	.014	.874	.104	.185	.130	.091
Exposing assignee to international environment in order to give him/her international experience (EIE)	.069	.855	.143	.006	.144	.023
Taking corrective action when a company faces important, unexpected difficulties (TCA)	.091	.157	.705	.316	.004	.188
Transferring technical knowledge (TTECH)	.303	.061	.653	.112	.251	.240
Transferring management system and practices (TMGT)	.416	.198	.572	.122	.195	.024
Ensuring that uniform management and a common reporting system are practised at subsidiary (EUM)	.280	.324	.478	.255	.014	.169
Transferring a specific company's culture, policies, and procedures to subsidiaries (TSCPP)	.285	.188	.466	.396	.045	.040
To develop a manager for positions of responsibility in company by having the manager do significant amounts of international business even if there are individuals available. Expatriates are used in order to give them long-term potential international experience (TDM)	.141	.081	.173	.895	.073	.090
To modify and sustain company's structure and decision processes or mainly to control and coordinate the subsidiary's operation (TMO)	.067	.291	.269	.540	.193	.134
Transferring assignee's skills and solving specific problems (TAS)	.018	.125	.184	.056	.863	.063
To fill a position when qualified local individuals are not always available or easily trained in developing countries (PF)	.130	.110	.022	.055	.056	.913
Improving information and communication from headquarters to subsidiary or from subsidiary to headquarters (IIC)	.189	.293	.212	.306	.183	.380

Notes: Extraction Method=Principal Component Analysis. Rotation Method = Oblimin with Kaiser Normalization. Rotation converged in 16 iterations. Component loadings >.70 are in boldface and shaded.

The table above shows the results of the exploratory factor analysis (EFA). Six different factors were extracted. However, factors that had one or two items only were considered weak factors and further analysis was undertaken. Exploratory factor analysis identifies latent factors that exist in a set of observed variables through their shared correlations (Kim & Mueller, 1978). It groups the items into factors containing similar items. EFA with Oblimin rotation revealed the presence of 6 components with eigenvalues exceeding 1, explaining 33.2%, 12.4%, 10.2%, 6.7%, 6.2%, and 5.4% of the variance respectively. An inspection of the scree plot revealed an elbow, which indicates that the items above the elbow are items above 1.

Hair et al. (1998) suggests that, in a sample of 60 and above, a respondents' factor loading of .70 is required for significance. Nevertheless, Tabachnick and Fidell (1989) cite that .30 is a good rule of thumb for the minimum loading of an item. Costello and Osborne (2005) suggest that .50 is better. By reviewing the experts' opinions in regard to this matter, no specific rule indicates that a specific loading is required. This study takes .50 (Costello & Osborne 2005) as an appropriate loading since it falls between .3 and .7. Furthermore, the items used in this study were extracted from qualitative studies. Therefore, the items could be flawed. For example, the 'position filling' item consists of two items: 1) no local is available and 2) filling a position.

Table: Results for the Extraction of Component Factors

Factor	Initial Eigenvalues		
	Eigenvalues	% of Variance	Cumulative %
1	6.318	33.252	33.252
2	2.365	12.447	45.698
3	1.946	10.245	55.943
4	1.278	6.724	62.667
5	1.187	6.250	68.917
6	1.043	5.491	74.408

Method: Principal Component Analysis. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

As the result of factor analysis, the items that are loaded onto Component 1 appear to represent that knowledge is being transferred. Therefore, all of the items under Component 1 are considered 'Knowledge transfer.' This factor has six items. Most of them are different types of knowledge:

Transferring product design information (TDS)

Transferring marketing know-how (TMARK)

Transferring packaging design/technology (TPAC)

Transferring purchasing know-how (TPURC)

Transferring process design information (TPROC)

Transferring product design information (TPRO)

All of the knowledge characteristics are loaded .893, .871, .793, .745, .602 and .597 respectively when tested by using EFA. It indicates that all the items show high loadings that are more than .5. All the items can be termed as knowledge transfer. There were four out of six knowledge characteristics that were perceived as importance by respondents. There were transferring process design information (78.3%), transferring purchasing know how (78.3%), transferring management system and practices (83.3%) and transferring technical knowledge (100%).

The second component represents the fact that managers are being trained and exposed to an international environment. This component was named 'Management development.' It mainly explains that managers are sent overseas for career development. The items under this category are:

Training the assignees for future positions at headquarters (THQ)

Training the assignees for future positions at subsidiary (TSUB)

Exposing an assignee to an international environment in order to give him/her international experience (EIE)

All of the items in component 3 represent problem solving and transfer skill items. Thus, this component was named 'Skill transfer and problem solving,' which consists of :

Taking corrective action when a company faces important unexpected difficulties (TCA)
Transferring technical knowledge (TTECH),
Transferring management system and practices (TMGT).

Component 4 shows items that fall under 'Organisation control'. Thus, this component consists of:

To develop a manager for positions of responsibility in company by having the manager do significant amounts of international business even if there are individuals available.

Expatriates are used in order to give them long-term potential international experience (TDM)

To modify and sustain company's structure and decision processes or mainly to control and coordinate the subsidiary's operation (TMO)

Component 5 has only 1 item (position filling) and thus was named 'Position filling.' The sixth component also shows only 1 item, which is transferring assignees' skills, and this was named 'Skills transfer.'

Components 1, 2, 3, and 4 show alphas of .848, .876, .508, and .404. The alpha loadings indicate that Component 4 has a low alpha and, thus, the scale measured something else. In this case, the scale measures traditional expatriate assignments (the items were extracted from Edstrom and Galbraith's 1977 qualitative findings). As such, this factor was not a reliable scale and was removed.

A few items showed low loadings of below .50. These factors were removed for future investigation. They were transferring technical knowledge, to modify and sustain a company's structure and decision processes or mainly to control and coordinate a subsidiary's operation (TMO), improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary (IIC), ensuring that uniform management and a common reporting system are practised at a subsidiary (EUM), and transferring a specific company's culture, policies, and procedures to subsidiaries (TSCPP).

The Exploratory Factor Analysis (EFA) identified three important items that were loaded high, more than 0.8 each. The high loading indicates that the items were acceptable as the reasons for using non-traditional expatriate assignments. Training the assignees for future positions at headquarters (THQ), Training the assignees for future positions at subsidiary (TSUB) and Exposing an assignee to an international environment in order to give him/her international experience (EIE).

In summary, three components were extracted from the factor analysis. They were named: 1) knowledge transfer, 2) management development, and 3) skills transfer and problem solving. These results were consistent with the Tahvanainen, Welch and Worm (2005) study. The factors and items found in the qualitative stage show a few consistencies as well. As the result of the analysis, it can be concluded that three important factors are extracted and that the internal consistency of the items were high (.897, .876, and .783, respectively).

Summary of Factors and Cronbach's Alpha Values

Factor
F1: Knowledge transfer (6 items, $\alpha=.897$)
F2: Management development (3 items, $\alpha=.876$)
F3: Skills transfer and problem solving (4 item, $\alpha=.783$)
F4: Organisation development (2 items, $\alpha=.404$) (removed)
F5: Transfer assignee skills (1 item) (incorporated into F3)
F6: Position filling (1 item) (removed)

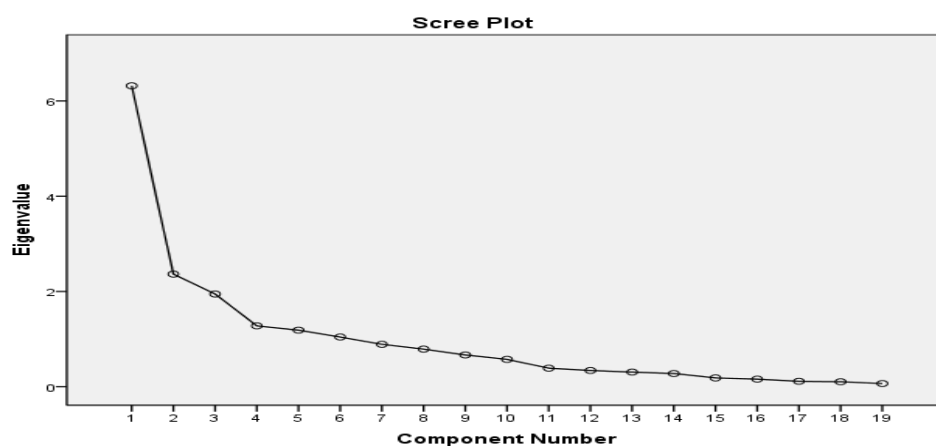
However, based on statistical measure, the knowledge of technicality and management are loaded under the problem-solving category. Theoretically, they should be under the knowledge transfer category. The reason that could possibly explain this situation is the high percentages that were recorded when the factor analysis was conducted and read by the system as 'as skills' and not as 'knowledge.' As such, according to the evidence, this study considers the knowledge of technicality and management as skills possessed by non-traditional expatriates and not as knowledge being transferred.

Kaiser-Meyer-Olkin and Barlett's Test Sphericity of 19 Items

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.318	33.252	33.252	4.447	23.406	23.406
2	2.365	12.447	45.698	2.896	15.242	38.648
3	1.946	10.245	55.943	2.446	12.875	51.523
4	1.278	6.724	62.667	1.551	8.165	59.688
5	1.187	6.250	68.917	1.423	7.487	67.175
6	1.043	5.491	74.408	1.374	7.233	74.408
7	.890	4.682	79.090			
8	.789	4.154	83.245			
9	.666	3.507	86.752			
dimension 10	.574	3.023	89.775			
11	.389	2.048	91.823			
12	.341	1.794	93.617			
13	.307	1.616	95.233			
14	.277	1.456	96.689			
15	.185	.973	97.662			
16	.159	.839	98.501			
17	.114	.599	99.100			
18	.104	.547	99.647			
19	.067	.353	100.000			

Extraction Method: Principal Component Analysis.



Scree Plot of the 19 Items

KMO and Bartlett's Test of 19 Items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.730
Bartlett's Test of Sphericity	Approx. Chi-Square	667.519
	df	171
	Sig.	.000

Appendix A (i) Descriptive analysis

This analysis was conducted to identify the differences between traditional and non-traditional expatriate assignments.

Independent Samples Test

	t-test for Equality of Means					
					95% Confidence Interval of the difference	
	tdf=276	Sig (2-tailed)	Mean Difference	St. Error Difference	Lower	Upper
PF-Knowledge Transfer	7.56	.0001	-1.11	.15	-1.39	-.82
PF-No Locals	5.34	.0001	-1.0	.19	-1.37	-.63
MD- Training for Headquarters	2.32	.02	-.4	.17	-.74	-.06
MD-Training for Subsidiaries	2.60	.009	-.43	.17	-.75	-.11
CC-Direct Expatriate Control (Specific Policies and Procedures)	5.46	.001	-.96	.18	-1.3	-.61
CC-Transfer Culture	4.34	.0001	-.73	.17	-1.0	-.39
CC-Improve Info Channels	1.3	.193	-.24	.18	-.60	.12

A Comparison of the Average Importance on a Scale of 1-5 of Expatriate Assignments

Use of Expatriate Assignments	Harzing (2001b)			Non-Traditional (Noorziah, 2012)		
	N	Mean	SD	N	Mean	SD
PF-Knowledge Transfer	217	3.29	1.13	61	4.40	.35
PF-No Locals	217	2.32	1.28	61	3.32	1.33
MD- Training for Headquarters	217	2.69	1.19	61	3.09	1.17
MD-Training for Subsidiaries	217	2.59	1.16	61	3.02	1.05
CC-Direct Expatriate Control (Specific Policies and Procedures)	217	2.26	1.24	61	3.22	1.11
-Transfer Culture	217	2.67	1.15	61	3.40	1.19
CC-Improve Info Channels	217	3.08	1.28	61	3.32	1.23

Note: the comparison was able to be made due to the questions used to obtain data was adapted from Harzing's (2001b) study. The sample obtained in Harzing's study was from traditional expatriates and this study's sample was gathered from non-traditional expatriates.

APPENDIX B – DATA COLLECTION

INSTRUMENTS

QUESTIONNAIRE

PART 1- PERSONAL BACKGROUND

The following questions are intended to gather information about your personal background and the company you work for. Please enter the appropriate information in the spaces provided. If you feel any questions cannot be answered appropriately or you refuse to answer, you may leave it blank or if you have the best information you can provide, please feel free to make any notes at the end of the questionnaire.

Please provide us with some details of yourself.

Designation/job title

Years in company

Nationality

Country you are in

Gender

Age

●< 25	● 25- 30	●31- 40	●41 - 50	●50- 60	●>60
----------	-------------	------------	-------------	------------	------

In which sector does your business belong? Please mark the relevant answer.

Manufacturing/Automobile/Construction/Pharmaceutical/Transportation/Financial/banking/Retail/wholesaling/Tourism/Agriculture/farming Technology

If your sector is not listed above, please specify _____

How many employees are working in your company? Please mark the relevant answer.

Less than 1000 ____ 1001-2000 ____ 2001-3000 ____ More than 3000 ____

PART 2- INFORMATION ON NON-TRADITIONAL ASSIGNMENT

Introduction

Non-traditional expatriate assignments are assignments that are less than a year and generally only a few weeks or months. There is a broad range of assignment that fit these criteria. For example, the assignments may involve managers, professionals or technical specialists undertaking short projects, information exchange, commissioning of equipment, delivering training, or temporarily filling managerial roles to name just a few of the potential activities. In this section I am going to ask for information about a recent non-traditional expatriate assignment that you have been involved in, either as the expatriate on the assignment, or in some other roles. The questions in this section ask for broad information on the nature and objectives of the assignment and the use of technology in the assignment. While I would encourage you to answer all questions in the section, your participation is voluntary and have the option to answer as many or as few questions as you wish.

What role did you undertake? Please mark the relevant role.

Assignee/Manager of the assignment/Human resource manager/Subsidiary manager/Direct supervisor/Colleague

Please Specify _____

In 3 or 4 sentences, can you briefly describe the overall assignment activity/job.

What was the main objective _____

Where was the job has been undertaken _____(Country)

What was the overall length of the assignment ____year/s/ month/s/ day/s

PART 3 – INFORMATION ON NON-TRADITIONAL ASSIGNMENT ACTIVITY .

Previous research has indicated that there are broad reasons for using expatriate in an international assignment. These are to fill a position when there is no local available or can be easily trained: to develop a manager's skills and provide international experience and finally control and coordination to modify and sustain company's structure and decision processes. In this section, I would like to gather in-depth information about the recent non-traditional assignment/job/activity that you have been involved in. The assignment statements below (1 until 42) are a range of manager assignment activities. Please indicate how important each statement was to non-traditional assignment and circle the most applicable number for each assignment/activity statement. Using the scale below, please indicate how important the following objectives were for the assignment you have chosen.

Scale: 1=Of very little importance

2= Of some importance

3= Important

4= Very important

5= Of utmost importance

N/A = not applicable

To fill a position when qualified local individuals are not always available or easily trained in developing countries

To develop a manager for positions of responsibility in company doing significant amounts of international business even if there were individuals available. Expatriates were used in order to give them long-term potential international experience.

To modify and sustain company's structure and decision processes or mainly to control and coordinate the subsidiary's operation

Taking corrective action when company faces important, unexpected difficulties.

Transferring an assignee's skills and solving specific problems

Exposing assignees to an international environment in order to give him/her international experience.

Training assignees for future positions at subsidiary.

Training assignees for future positions at headquarters.

Ensuring that uniform management and a common reporting system are practised at subsidiary.

Transferring a specific company's culture, policies and procedures to subsidiaries.

Improving information and communication from headquarters to subsidiary or from subsidiary to another subsidiary.

Transferring marketing know-how.

Transferring distribution know-how.

Transferring packaging design/technology.

Transferring product design information.
 Transferring process design information.
 Transferring purchasing know-how.
 Transferring management system and practices
 Transferring technical knowledge

1. To what degree does each of these activities represent an important part of non-traditional manager assignment/job/activity?

PART 5 – KNOWLEDGE TRANSFER DIRECTION

The following questions are intended to gather information about the direction of knowledge flow. Past research shows that an assignee transfers and receives knowledge to or from two directions. The directions are from parent company to subsidiary and subsidiary to parent company.

Please indicate the extent to which you have engaged in transfers of 'knowledge and skills' in each of the following four directions: *(scale: 1= not at all, 5 = a very great deal)*

	Not at all				A very great deal
Provides knowledge and skills to subsidiary	1	2	3	4	5
Provides knowledge and skills to parent corporation	1	2	3	4	5
Receive knowledge and skills from subsidiary	1	2	3	4	5
Receive knowledge and skills from parent corporation	1	2	3	4	5

B) STRUCTURED INTERVIEW QUESTIONS

A. Background

1. Please provide me with some details of yourself (this is for follow-up purposes and your privacy will be respected)
 - i. Designation/job title
 - ii. Company/Association
 - iii. Email address/contact no.
 - iv. Years in company
 - v. Nationality

vi. Gender

2. In which sector does your business belong? (Please specify your business area).

Manufacturing

Automobile

Construction

Pharmaceutical

Transportation

Financial/banking

Retail/wholesaling

Tourism

Agriculture/farming

Technology

Please specify:_____

B. Non-Traditional Expatriate Assignments

Core thematic questions.

There appears to be an increase in the use of non- traditional expatriates (NTE), and a decline in the use of traditional expatriates (TE). Is that your experience?

Explain the extent/ existence of the NTE phenomenon.

Explain on different types of NTE

Why do you think this is occurring? Please explain the reasons.

Are non-traditional expatriates (NTEs) performing different roles to traditional expatriate (TE)? Please explain. The research literature describes 3 main motives for using traditional expatriates (TEs) as position filling, management development and organisational development.

Definitions

Position filling is defined as filling a position when qualified local individuals are not always available or easily trained in developing countries. Management development defines as to develop a manager for positions of responsibility in company doing significant amounts of international business even if there were individuals available. Expatriates would be used in order to give them long-term potential international experience. Organization development as a means of modifying and sustaining its structure and decision processes.

Can you please explain how applicable these roles are to you understanding of non-traditional expatriate (NTEs).

Please explain your main assignments aims based on the most recent projects you have undertaken? Please state the project name, overall length of the assignment and your role undertaken during the project.

Could you please explain about knowledge you gained and transferred during your assignments? NTEs fly frequently to subsidiaries for a short duration. Please explain if knowledge and skills are transferred or received by NTEs between subsidiaries and headquarters.

Are different reasons more important than different types of non -traditional expatriate (NTEs).

The total duration of NTE assignment is anticipated to be:

3 mths<1 year 1-<2 years 2-<3 years 3-<4 years 4+ years

Please explain what is/are the most important non-traditional expatriate assignment/s and why it is important.

Are there any other additional issues of NTE that were not covered in the earlier questions? Please explain the issue/s.

Information Communication Technology (ICTs) tools

Most of businesses have now accepted ICTs as an important tool to increase its business in domestic and global market place. It becomes more powerful, and business is becoming more dependent upon them.

This section is to gather data about the ICTs tools used by NTE

Please state on what type of ICTs tools used frequently by NTEs

How NTEs use the tools mentioned above in facilitating their international assignments?

We are done. Thank you very much.

APPENDIX C- RELEVANT LETTERS

School of Management

RMIT University
Melbourne, Australia

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT INFORMATION STATEMENT

Project Title:

NON-TRADITIONAL EXPATRIATE ASSIGNMENTS AND INFORMATION COMMUNICATION TECHNOLOGY (ICTs): TOWARDS THE EFFECTIVENESS OF MANAGING INTERNATIONAL STAFFING

Investigators:

Noorziah Mohd Salleh and A/Prof. Alan Nankervis (Project Supervisor, Management, RMIT University, alan.nankervis@rmit.edu.au +61399251650)

Dear Participants.

You are invited to participate in a PhD research project being conducted by RMIT University, Melbourne Australia responses will remain confidential and anonymous. These two pages are to provide you with an overview of the proposed research. Please read these pages carefully and be confident that you understand its contents before deciding whether to participate. If you have any questions about the project, please ask one of the investigators identified above.

I am a lecturer of Management, Department of Business, Universiti Teknologi MARA, Sabah, Malaysia, conducting my PhD at RMIT University, Australia. This project is being conducted as a part of my PhD. My supervisors for this project are Dr. Greg Fisher and Assoc. Prof. Alan Nankervis. The project has been approved by the RMIT Human Resource Research Ethics Committee.

There are no perceived risks associated with participation outside the participants' normal day-to-day activities. As a matter of fact, your responses will contribute to the body of international assignment knowledge which is useful to HR manager for recruiting, selecting, training, supporting and evaluating performance of expatriates. The finding of this study will be disseminated in conferences and published in journals.

If you're unduly concerned about your responses to any of questions or if you find participation in the project distressing, you should contact my supervisors as soon as convenient. My supervisors will discuss your concerns with you confidentially and suggest appropriate follow-up, if necessary.

The primary goal of this project is to explore the nature of the non-traditional expatriate assignments. In other words, I am seeking to develop better understanding of your assignments in order to contribute to international human resource literature. There is no direct benefit to the participants as a result of their participation. However, I will be happy to provide details of the results of the research should you wish.

I am asking you to participate in this survey so as to provide us with the nature of international assignments particularly the non-traditional expatriate assignments. Any information you provide will be considered privileged and confidential. The privacy of you and confidentiality will be strICTsly maintained in such a manner that without your consent, you will not be identified in the thesis report or any related publication. Any information that you provide can be disclosed only if (1) it is protect you or others from harm, (2) a court order is produced, or (3) you provide the researchers with written permission. Identified interview data will be only seen by my supervisor and examiners who will also protect you from any risk

To assure the data collected is protected, the data will be retained for 5 years upon completion of the project after which time paper records will be shredded and placed in a security recycle bin and electronic data will be deleted/destroyed in a secure manner. All hard data will be kept in a locked filing cabinet and soft data in a password protected computer in the office of the Investigator in the School of Management at RMIT University. Data will be saved on the University Network System where practicable (as the system provides a high level of manageable security and data integrity, can provide secure remote access, and is backed up on a regular basis). Only the researcher/s will have access to the data. Participation in this research is voluntary and you may withdraw at any time, without prejudice. Initially, your participation will involve you, completing a short questionnaire that will take only about 20 minutes. During completing the questionnaire, you will be able to withdraw partially or completely or refuse to answer any further questions. You have the right to ask any questions regarding my research at any time.

I am assuring you that responses will remain confidential and anonymous. Research such as this will help our understanding of the roles and may lead to a more proactive approach to international human resource management (e.g. better selection and training approaches).

If you have any questions regarding this research, I encourage to call me at +61399251685 or +61433155353 or email me at noorziah.mohdsalleh@rmit.edu.au. You may also contact Associate Prof. Alan Nankervis at +6139925 1650 (alan.nankervis@rmit.edu.au).

Thank you for your contribution to this research.

Yours Sincerely,

Any complaints about your participation in this project may be directed to the Executive Officer, RMIT Human Research Ethics Committee, Research & Innovation, RMIT, GPO Box 2476V, Melbourne, 3001. The telephone number is (03) 9925 5594 or email address rdu@rmit.edu.au. Details of the complaints procedure are available at: http://www.rmit.edu.au/rd/hrec_complaints

Version # 1, 26/9/'04, Page 4 of 4

A Pilot Study Cover Letter

14/7/2009

Mr...

Name of the company

Address

Dear Mr. ...,

Thank you very much for your participation in this study. Understanding the work of expatriate managers in their international assignments has been of great interest to management. However, little study has been done in this area. This study focuses on understanding non-traditional expatriate managers' jobs that usually undertaken in a short period of time that is less than a year.

I am enclosing a set of questionnaire that is meant for this research. All collected responses will be kept confidential and nobody from your company or work unit will ever be allowed to see your completed questionnaire.

Please complete all items on this questionnaire and send it via email to my email address.

Should you have any concerns, please do not hesitate to contact me. I will be happy to respond to your concerns.

Invitation Letter

----2009

Mr. ---

Name of the company

Address

Dear Mr/Mdm,

I am doctoral student at the RMIT University. My current research for a dissertation is concerned with non traditional expatriates' jobs. Understanding non traditional expatriates' job has been of great interest however little study has been done in this area. Your company is selected for this study. I would like you to participate in this research study.

The focus of this study is on non traditional expatriate managers. The study requires a manager who has been involved in short term international jobs, usually less than a year. Results of this study will provide valuable information which will help many companies and individuals to develop and manage international jobs. All responses will be kept totally confidential and nobody from your company or work unit ever will allow seeing your completed questionnaire. It should take approximately 30 minutes or so of your time to complete.

I will call you the first week of, between the ... and ... to discuss the possibility of your company participating in this study. If you are willing to participate, I will send the questionnaire shortly thereafter.

Should you have any concern, please do not hesitate to contact me. I will be happy to respond to your concern.

Sincerely,

Noorziah Mohd Salleh
RMIT University
School of Management Building 108, Level 16,
Building 108, Level 16, 239 Bourke Street Melbourne
GPO Box 2476V, Melbourne VIC 3001 Australia
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www.rmit.edu.au

Ref: Ethics Appl. 741

Tuesday, February 3 2009

Noorziah Mohd Salleh
9/72 Tyler St
Preston
Vic 3072

Dear Noorziah

I am pleased to advise that your application for ethics approval for a Research Project has been approved by the Chair of the Business Portfolio Human Research Ethics Sub-Committee. Approval has been granted for the period from 3 February 2009 to 3 March 2012.

The RMIT Human Research Ethics Committee (HREC) requires the submission of Annual and Final reports. These reports should be forwarded to the Business Portfolio Human Research Ethics Sub-Committee Secretary. Annual Reports are due in December for applications submitted prior to September the year concerned. I have enclosed a copy of the Annual/ Final report form for your convenience. Please note that this form also incorporates a request for extension of approval, if required.

Best wishes for your research.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Prue Lamont'.

Prue Lamont
Secretary
Business Portfolio Human Research Ethics Sub-Committee

Encl.

PHRSC Register
Number: 741
Date Application
Recd: 07-Nov-08

RMIT
PORTFOLIO HUMAN RESEARCH ETHICS SUB-COMMITTEE
Application for Approval of Research Project

SUMMARY & APPROVAL

Project Title: *Expatriate Assignments: The Motives and Contributors*

Name of Researcher: Noorziah Mohd Salleh

Category of Research Project: 2

Degree for which research is undertaken as part of a degree (if applicable): PhD

School Name: Management

Contact Telephone Number: 9925 1685

Email Address: noorziah.mohdsalleh@rmit.edu.au

BUSINESS HUMAN RESEARCH ETHICS SUB COMMITTEE USE ONLY:

Date Application Received: 7 November 2008

Portfolio Human Research Ethics Sub Committee Register No: 741

Period of Approval: 3 February 2009 to 3 March 2012

Comments / Provisos: N/A

The Business Human Research Ethics Sub Committee assessed the Project as
Category 2

Signature:  **Date:** 3 February 2009
Associate Professor Adela McMurray PHRESC Chair

What was the main objective? * Length of Assignment Cross Tabulation

		Length of Assignment				Total
		1 day to 30 days	Less than a year	More than 1 year less than 3 years	More than 3 years	
What was the Main Objective?	Assist offices in peak busy periods by sharing resources.	0	1	0	0	1
	BA-student/teacher/company support and counselling	1	0	0	0	1
	Baggage handling system	1	0	0	0	1
	Bringing Indonesian staff to Australia to be trained in plant techniques ready for the commissioning of a new plant to commence in Indonesia this year	0	1	0	0	1
	Business Improvement	0	1	0	0	1
	Customer Service Representative	0	0	1	0	1
	Delivering Training	0	1	0	0	1
	Development and evaluation of new international business footprint	0	1	0	0	1
	Development of feasibility assessment for new location	0	1	0	0	1
	Dual objectives of completing a defined piece of work and development for employee	0	1	0	0	1
	Functional leadership and advisory services in support of business build out	0	1	0	0	1
	I am an academic researcher and I was working at UCT South Africa for 25 years. I worked on an industry with Rio Tinto secondment for 8 months - to gain exposure and experience in Industry and to address a particular processing problem that they had at KUC - so first did research at UCT, then Technology centre , then on site.	0	1	0	0	1
	Introduction of SAP system	0	1	0	0	1
	Learning & Development and up skilling of management at the location	0	1	0	0	1
	Manage airport operation and passenger movement	1	0	0	0	1
	Manage airport operation and safety aircraft operation	1	0	0	0	1
	Manage and upgrade public information source	0	1	0	0	1
	Manage property, human resource and productivity.	1	0	0	0	1
	Management	0	0	1	0	1
	Managing assistant	0	0	1	0	1
	Mentoring and training to staff	0	1	0	0	1
	Overseas Project	0	1	0	0	1
	Overview of terminal operation and management, terminal ground operation and system.	0	1	0	0	1
	Processing project work for global business units	0	0	0	1	1
	Producing a workforce plan for the middle east region	0	1	0	0	1
	Project role - fabrication	0	1	0	0	1
	Provide advice and support to a division that was struggling	0	1	0	0	1
	Provide solutions system support for IT Storage infrastructure	0	0	1	0	1
	Public relationn	1	0	0	0	1
	Research the prospect of migrating technology platform to UK market	1	0	0	0	1
	Review of operating procedures	0	0	0	1	1
	Set up a QM system in food control	0	1	0	0	1
	Set up an office	0	0	1	0	1
	Soil stabilization	0	1	0	0	1
	Supporting client having technical difficulties	1	0	0	0	1
	Talent and Organisation mapping exercise	0	1	0	0	1
	Technical sales and marketing of raw materials being mined and shipped from Australia	0	0	1	0	1
	To avoid collision between air craft	0	1	0	0	1

To draw shopping list for brand new hotel/resort properties	0	1	0	0	1
To establish/advise/implement a program to upgrade/maintain the police national Timor Leste principle police training centre in Dili. The program is funded/administered by the Australian Federal Police (AFP) through a program called Timor Leste Police Development (TLPDP) and my particular project to advise/implement a program that will establish quality police training facilities consisting of training (classroom) rooms, live in accommodation (240 students), administration and headquarters buildings, sporting facilities, logistics facilities, kitchen/dining facilities all within 11000m2 site area	0	1	0	0	1
To manage a mining project	0	0	0	1	1
To recruit an expatriate from Botswana to our HR Branch	0	1	0	0	1
To supervise air traffic control officers providing air traffic control service following rules and regulations to achieve safe, orderly and expeditious of air traffic.	0	0	0	1	1
To supervise the safe operation of the airport	1	0	0	0	1
Treating and training workers in the Shoe making industry	0	1	0	0	1
Undertake a Construction Project	0	0	1	0	1
Undertake a specific project	0	1	0	0	1
Updates the bank accounts of the customers	1	0	0	0	1
Usually where a key skill or experience is required or alternatively for Career Development opportunity	1	0	0	0	1
Total	11	27	7	4	49

In which sector does your business belong? Please mark the relevant answer.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Construction	20	32.8	32.8	32.8
Pharmaceutical	1	1.6	1.6	34.4
Technology	1	1.6	1.6	36.1
Transportation	14	23.0	23.0	59.0
Manufacturing	2	3.3	3.3	62.3
Finance/banking	1	1.6	1.6	63.9
Automobile	1	1.6	1.6	65.6
Research	1	1.6	1.6	67.2
Energy	2	3.3	3.3	70.5
Resources	1	1.6	1.6	72.1
Mining	4	6.6	6.6	78.7
Consulting	5	8.2	8.2	86.9
Chemical	1	1.6	1.6	88.5
Insurance	1	1.6	1.6	90.2
Health	1	1.6	1.6	91.8
Education	4	6.6	6.6	98.4
Service	1	1.6	1.6	100.0
Total	61	100.0	100.0	

APPENDIX D-AWARD



College of Business Inaugural HDR Colloquium

This is to certify that

Noorziah Mohd Salleh

won best abstract at the Colloquium

held on 1st September 2010

A handwritten signature in black ink, reading 'Fang Lee Cooke'.

Professor Fang Lee Cooke

Deputy Head – Research & Innovation, School of Management

10th September 2010

RMIT is a University established under an Act of the Parliament of Victoria
Royal Melbourne Institute of Technology 124 LaTrobe Street Melbourne 3000